

if it's not  
a solution

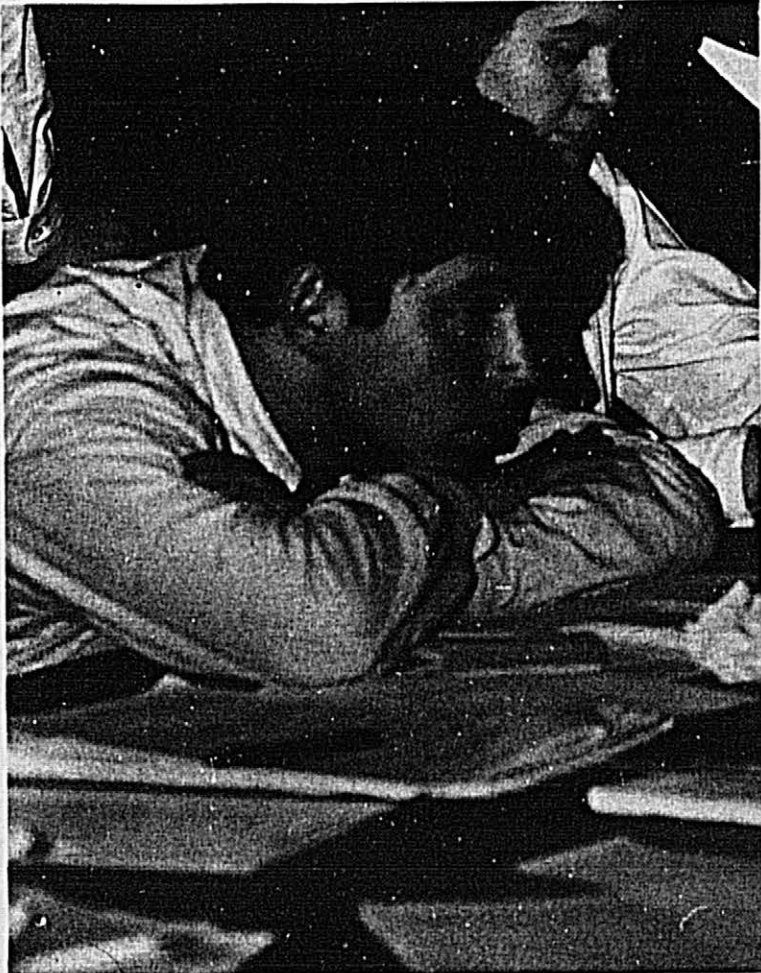
# McGILL DAILY

it's a colloid  
of some  
specific gravity

VOL. 56 — No. 78

MONTREAL, FRIDAY, FEBRUARY 10, 1967

3 cents



VINEBERG  
Not his brother's keeper

photo by Barry Lesser

## No action by Council on teachers' strike

Students' Council last night heard two speakers from the Federation of English-speaking Catholic Teachers but failed to discuss possible action on the four-week-old Catholic teachers' strike.

Federation Secretary-General Kevin Quinn and Dennis Gibson, the editor of its newspaper, addressed Council at the invitation of Arts and Science representative John Fekete.

Fekete had planned to introduce a motion that telegrams be sent to education Minister Jean-Jacques Bertrand, the Montreal Catholic School Commission and the various teachers' federations and that a statement be issued to the news media supporting the teachers' position.

However, Council adjourned at 3:30 am before coming to Fekete's motion. Fekete and several other Council members now plan to send the telegrams as individuals.

Fekete also distributed an eleven-page report and some source material to Council members to inform them of the situation.

Fekete's motion said that "the teachers' demands must be met in the interest of improving educational standards in Quebec" and condemned the Commission for failing to "recognize the significant professional role of teachers in society" and for

their "bad faith and duplicity" in their dealings with the teachers.

Gibson explained to Council some of the public relations difficulties faced by the teachers and emphasized the importance of public support.

Quinn cited the publishing of the minutes of mediation while the mediation was being carried on as an example of the Commission's methods. He said that if the teachers did not object to this, "all labor movements will lose confidence in mediation."

In answer to a question about the possibility of teachers of eleventh-grade students going back to work, Gibson said that this would be "admitting that the present danger is more important than the long-range problem." He added that this was one of the teachers' major pressure points.

Fekete later entered a statement into the minutes saying that he was "thoroughly disgusted that Council decided to adjourn at the point just before the teachers' strike was to be considered."

## Council calls for delegates

# UGEQ result ratified

The Students' Society of McGill University will once again apply for membership in l'Union Générale des Etudiants du Québec, this time with the consent of the student body.

At last night's meeting, the Students' Council voted 19-1 to ratify the results of Wednesday's referendum, in which a majority voted to join UGEQ. Twenty-five delegates, to be chosen by a committee of Council, will be sent to next week's UGEQ Congress in Sherbrooke.

Anyone interested in being a delegate must hand in his appli-

clear that those who voted 'no' on the question of joining a union could also choose between CUS and UGEQ.

Aberman objected to the referendum for other reasons. He pointed out that only 40% of the campus voted and that less than half of those voted to join UGEQ; therefore only 15% of the whole student body voted in favor of UGEQ. These facts, he felt, necessitated a referendum to ratify Wednesday's results.

The majority of Council felt, however, that the intent of campus, if not the ballot, was clear. Benedict and Kidd said that the

Students' Council would be making a serious diplomatic mistake by creating further doubt about McGill's desire to join UGEQ. Vineberg's amendment was defeated by a vote of 13-7.

Council then moved quickly to pass the main motion to apply for membership in UGEQ. Although at one point in the meeting he denied being his brother's keeper, Vineberg kept with the family tradition by casting the sole dissenting vote. On a similar ballot last year, Bob Vineberg, then Law representative, was also the only one on Council to vote no.

Students' Council  
stories  
by  
JUDY REBICK  
and  
ROBERT CHODOS

cation to the Students' Council offices or the Union switchboard before 8 pm today.

The selection committee will consist of Students' Society President Jim McCoubrey, External Vice-President Arnie Aberman, Internal Vice-President Ian McLean, Martin Dreyer (Music), Peter Smith (Graduate Studies) and Michael Benedict and Bert Kidd (Arts and Science).

The motion to apply for membership in UGEQ did not pass without incident. Law representative Michael Vineberg attached to the motion an amendment which called for another referendum to be held on March 1. Vineberg argued that because Wednesday's referendum was poorly worded and confusing, it was not a valid index of campus opinion.

He cited two sources of confusion: that the term 'national union' might have been misinterpreted and that it was not

## Executive applications passed on interim basis

The Students' Council last night passed a motion which described itself as "at best an interim solution", to appoint the editors of the McGill Daily and Old McGill and the Station Manager of Radio McGill by executive application.

The motion presented by Engineering representative Mark Wilson, also suggested that Council name a committee to "propose more adequate solutions". Acting on another term in the motion, Council appointed a Steering Committee to "nominate the members of this Committee and design its terms of reference."

Michael Benedict (Arts and Science) presented an amendment to Wilson's motion which struck the main motion and proposed that the Managing Board of the Daily appoint its own successors. Benedict argued that Council members are not qualified to choose the editor of the Daily.

Bert Kidd (Arts and Science) elaborated on this point by saying that all the original motion did was substitute a less competent body for a more competent one.

Pointing out the dangers of selecting the editor by an executive applications committee, "Daily" editor Sandy Gage said "instead of putting out the best paper they can and thus competing on the basis of competence, aspirants to Managing Board positions will have to become politicians playing up to Council members."

The major argument for the main motion, as given by External Vice-President Arnie Aberman and Michael Vineberg

(Law), was that the selection by executive application would "democratize" the choosing of the editor-in-chief.

Aberman emphasized the importance of being open. He kept repeating that "the most important question here is, let's get the selection out in the open. It's important for everyone to know who is running for editor."

Vineberg went a step further by suggesting that since "the Daily has seen fit to involve itself in political matters", Council should have a say in editorial policy and that eventually "the choice should be broadened even more by election."

The amendment was defeated by a 12-8 vote. Although there was little discussion on the fact that the solution was an interim one, or on the proposal to appoint a committee, the main motion was passed 13-7.

The executive application selection committees for the Daily, Old McGill and Radio McGill will consist of four appointees of the respective Managing Boards, the two executive applications Chairmen, Michael Blau (Dentistry) and Wilson, and a third Council member. The elected Council members are Vineberg, for the Daily committee, Linda Finnie (Women's Union) for Radio McGill and Laiq Hanafi (Graduate Studies) for Old McGill.

### VIET DEMONSTRATION

The Association at McGill to End the War in Viet Nam will be holding a demonstration at 12:30 pm today at the Arts Building steps, in conjunction with Paul Martin's appearance here at 1 pm.

The Association wishes to underline its opposition to present Canadian Government policy on Viet Nam, particularly continued Canadian sales of weapons and chemicals to the United States. The Association calls on all supporters of an independent and forthright Canadian position to turn out.



today

## Friday

**ANGLICAN CHAPLAINCY:** Eucharist using Japanese liturgy, followed by Dr. Noel Walsh, psychiatrist, on "How Psychiatry Can Help Us To Love More Effectively". Canterbury House, 5 pm.

**GINGKO:** Vatican Lampoon Division meet in Union 409, 1 pm.

**CURLING CLUB:** Curling as usual, Caledonia Club, 1-5 pm.

**SCM:** Community project, block survey. Aim: Expo evictions, rent, housing in student ghetto. SCM house, 3625 Aylmer, 1-5 pm.

**BOOKSTORE COMMITTEE:** Union 327, North Lounge, 1 pm.

**LIBERAL CLUB:** Paul Martin, Secretary of State for External Affairs. Moyse Hall, 1 pm.

**DANCE SOCIETY:** Paid members please contact President at 842-6969.

**COMPUTING SOCIETY:** PDP - 8 Lab, E-604, 2-5 pm.

**AUGUSTANA HOUSE:** Supper, 3483 Peel, 6:30 pm.

**FINE ARTS SOCIETY:** Student art exhibit in Redpath Library. Pick up rejects at Union 463, 1-2 pm.

**LATIN AMERICAN SOCIETY:** Tertulia in Spanish, Union B-28, 1 pm.

**ISLAMIC SOCIETY:** Friday prayer, Union 327-8, 1:15 pm.

**PSYCHOLOGY CLUB:** Dr. P. Rabinovitch on hypnotism, with demonstrations on volunteers, L-

132, 1:05 pm. Please come early. **FILM SOCIETY:** Series I, International 16: The Childhood of Maxim Gorky. L-132, 6:30 and 9 pm.

**YELLOW DOOR COFFEE HOUSE:** Folk singers Bruce Lothian and Liz Forrest, 9 pm, 25¢. International supper (Spanish food), 85¢. Phone 842-1156 for reservations.

**GEOGRAPHICAL SOCIETY:** J. D. Booth — The Changing Landscape of Brome, Quebec, E-357, 1 pm. Dr. W. Bach — West and East Germany, a brief review of their political and economic development, E-357, 4 pm.

**NEWMAN:** Mass, supper, and discussion with Bishop Galagher, 6 pm. Let us host you for supper while you give us your ideas.

**ASSOCIATION TO END THE WAR IN VIET NAM:** Demonstration in honour of the visit of Paul Martin, leading Canadian spokesman for U.S. government's role in Vietnam. Meet in front of Arts Building, 12:30 pm.

**CHINESE STUDENTS' SOCIETY:** Chinese New Year Ball, Queen Elizabeth Hotel, 8 pm.

**WEST INDIAN SOCIETY:** Discussion on the development of the steel band, given by Bertie McNeil. Tapes from last year's (1966) Steel Band Festival will be played. Union B-23, 7:30 pm. All are welcome.

**SDU:** section 4, Union B-24, B-24, 1 pm.

## Saturday

**SAVOY SOCIETY:** Cast call, Union 327, 2 pm.

(Continued on page 3)

## THE STUDENTS' SOCIETY

Has been invited to send delegates to the following conference:

## SECOND CENTURY WEEK

to be held at

The University of Alberta  
March 6-11

3 delegates required for Second Century Seminar  
1 delegate required for Literary Seminar

Information and application forms may be obtained at the Students' Council office

Deadline for applications: Tues., Feb. 14, 1967

Conference Committee Co-Chairmen:  
Michael Benedict  
Michael Vineberg

## THE STUDENT ZIONIST ORGANIZATION

is pleased to bring to the McGill campus

## "LET MY PEOPLE GO"

- An engrossing film on the History of the Jews
- Produced by the XEROX CORPORATION of America
- Acclaimed by critics... but banned by the American T.V. Networks

Today at 1 pm in Leacock 210

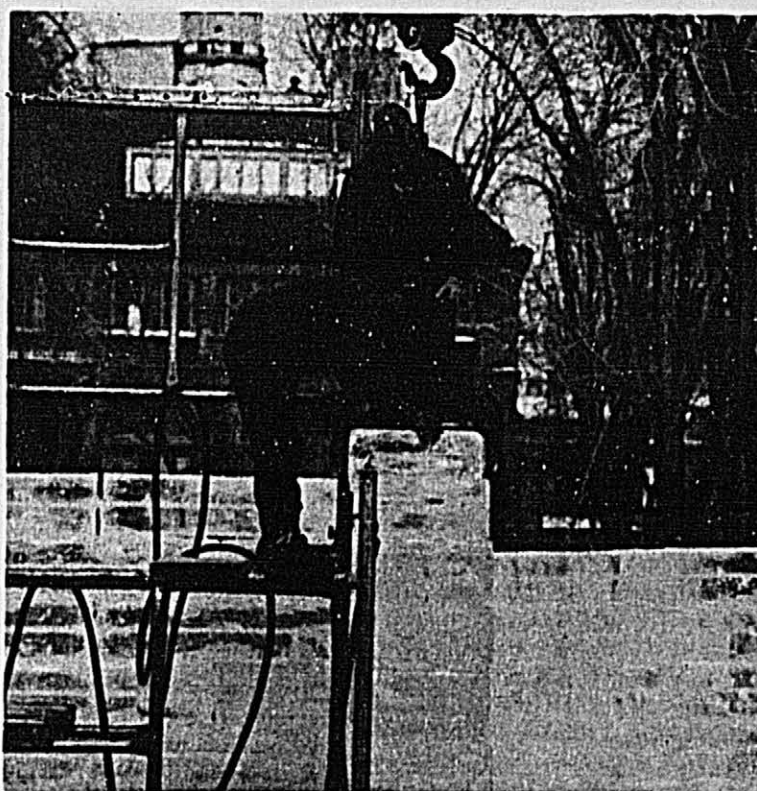


photo by Barry Lesser

## NO THIS IS NOT A GALLOWS:

The last block is placed to top off the Winter Carnival Ice Palace on Lower Campus. In keeping with tradition, the annual Toilet Bowl tilt will unofficially open the Carnival next week.

McGill University — Department of English

presents

## THE CRUCIBLE

by

Arthur Miller

Feb. 23-24-25

Moyse Hall

8:30 pm

Tickets: \$1.50 — at the Box Office, University Centre

Opening Night — ALL STUDENTS

2 tickets for the price of 1

## Commerce Undergraduate Society

Nominations are called for the following executive positions in the Commerce Undergraduate Society:

## President

must be a Third-Year Commerce student.

## Vice-President

must be a Second-Year Commerce student.

## Treasurer

must be a Third-Year Commerce student.

## Two (2) Secretaries

must be First-, Second- or Third-Year Commerce students.

## Athletics Representative

must be a Second- or Third-Year male Commerce student.

Nominations for President must be signed by fifty (50) Commerce students and counter-signed by the candidates.

Nominations for Vice-President must be signed by thirty-five (35) Commerce students and counter-signed by the candidates.

Nominations for Treasurer and Secretary must be signed by twenty-five (25) Commerce students and counter-signed by the candidates.

Nominations for Athletics Representative must be signed by twenty-five (25) male Commerce students and counter-signed by the candidates.

All nominations must be handed in at the Union switchboard (addressed to the Commerce Undergraduate Society) no later than 4 pm, Wed., Feb. 15, 1967.

Michael Layton,  
Electoral Officer

Want to be a  
**CHEERLEADERETTE?**  
(no previous experience  
necessary)  
Practice: Monday, February 13  
5 pm RVC gym.

compute

PAGE R-4 & R-5

## MAKE IT A NEAT WINTER



Besides keeping you snug and warm, a fuzzy, furry greatcoat is fabulous fun to wear.

It can even hide those hide-a-bulge clothes some girls insist on wearing a few days every month. But it doesn't need to... if you've discovered the modern neater way. Tampax tampons.

Worn internally, they leave no telltale wrinkles or bulges. Wear what you choose to wear, do what you want to do. They never hold you back. Nothing can show; no one can know.

A doctor developed Tampax tampons years ago for the benefit of girls like you everywhere. They're the better way. The unencumbered way.

Tampax tampons are available in 3 absorbency-sizes—Regular, Super, Junior—wherever such products are sold. Try Tampax tampons this very month.



DEVELOPED BY A DOCTOR  
NOW USED BY MILLIONS OF WOMEN  
TAMPAX TAMPONS ARE MADE ONLY BY  
CANADIAN TAMPAX CORPORATION LTD.,  
BARRIE, ONTARIO.



## U de M conference ends tonight

A conference on Socialism in Quebec held at l'Université de Montréal concludes tonight with a round table discussion of "Socialisme québécois — Est-il une utopie?"

Professor Charles Taylor of McGill and U de M will participate as well as Professor Fernand Dumont of Laval and Michel Dorée, a student at U de M and formerly of Parti Pris.

The conference, which began Tuesday, is designed to investigate the various aspects of socialism as relating to present-day Quebec. The final plenary session will be held this afternoon.

Tonight's meeting will take place in the Grand Salon of the Sciences Sociales.

## Research centre conducts university cost survey

A survey is being conducted at the Public Opinion Research Centre of Quebec to ascertain the cost of attending university to individual students.

Students' Society President R. James McCoubrey read a letter from the Centre requesting co-operation with the survey at last night's Council meeting.

He said forms will be circulated to McGill students seeking information on their education expenses.

The survey was requested by the "Comité du Plan de l'Accessibilité Générale à l'Éducation au Québec", composed of

representatives of UGEQ, the Department of Education, the CNTU and the QF of L.

### What it SHARE?

What in the world is WUS? What is SHARE? What does "buying a SHARE" mean and how does one go about it?

The purpose of a SHARE campaign is to raise money for the International Program of Action, the two-year program of international aid organized by the World University Service (WUS).

The money goes to such programs as aid to refugee and stateless students, student health clinics and sanatoria, hostels, canteens and students centres, co-operative bookstores and lending libraries in more than thirty developing countries in Asia, Africa and Latin America.

WUS is composed of some fifty-seven countries, and its Program of Action operates in countries including Ethiopia, Nigeria, Rwanda, Tanzania in Africa; Ceylon, Hong Kong, India, Pakistan, Viet Nam, in Asia; Chile, Nicaragua, Paraguay, Peru in Latin America.

## Fine Arts will preview Expo photo exhibition

The Fine Arts Society, in conjunction with the Junior Associates of the Montreal Museum of Fine Arts (JAMM), is presenting a photographic exhibition of the art masterpieces which will be shown in the International Fine Arts Museum at Expo. The exhibition will be in rooms 123 and 124 of the Union, February 11-18.

The two storey, 2.5 million dollar art gallery at Expo will have close to 20,000 feet of exhibit space and has been built to specifications of lighting, temperature and humidity control. The cooperation of museum curators throughout the world and many private art collectors will make it possible to introduce aspects of both ancient and modern cultures, Oriental and Western, to the public. It will be operated by the National Gallery of Canada.

Also included on the Expo site will be a sculpture garden with over fifty works of contemporary sculpture chosen by an international selection panel, and a

# Saskatoon students demand increased representation

SASKATOON (CUP) — In a strong bid for student participation in university affairs, the students' council at the University of Saskatoon last week gave almost unanimous approval to motions calling for open decision making and increased representation on the university council.

Their recommendations urged that all university council meetings be open to students, including a representative from the campus newspaper, and that minutes of these meetings, as

well as those of students' council meetings, be available upon request.

However, they stipulated in the motion that if situations arise where the publication of in-

formation may be detrimental to the university, "the council should move into closed session, provided that they can openly justify their action."

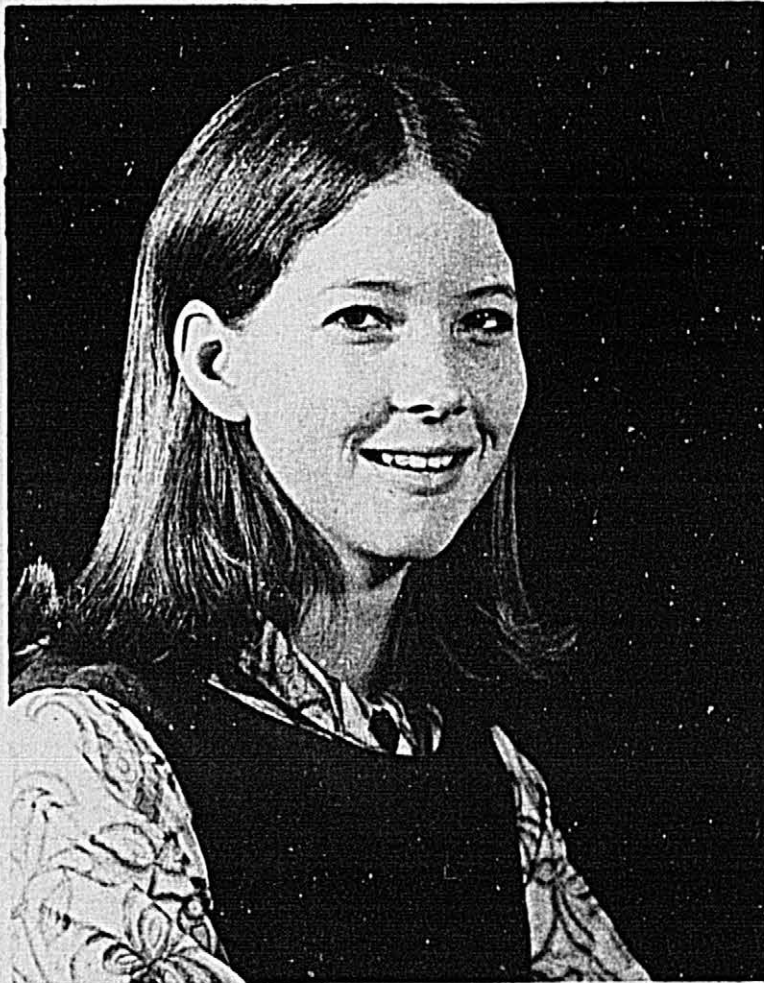
A second motion asked for representation in areas of interest to both students and faculty, such as food services, curriculum planning and academic regulations.

At McGill, students have already gained a long-sought voice in the area of curriculum planning. For the first time, four students have been appointed to a previously all-faculty committee to investigate first year curricula and recommend changes for next fall.

## Martin to address 1 pm open meeting

Paul Martin, Secretary of State for External Affairs, will address an open meeting of the Liberal Club today at 1 pm in Moyse Hall.

He is expected to explain his reasons for "quiet diplomacy", in answer to criticism for not taking a definite stand on American policy in Viet Nam.



**KATE PRINCESS**, and cute too, is second year honours chemist Kate Olson. 18-year-old Kate, who transferred to McGill from Neuchatel this year, has worked for the Fashion Show, and has been an executive of the Women's Union. Kate hopes to see everyone up north at Mt. Habitant on the Friday of Carnival, during the day for skiing, and the inter-collegiate sky diving contest, and for the evening party in tent and chalet with the Sceptres.

### Carnival winners

Students holding the following lucky tickets may pick up their prizes at the Union switchboard, from 9 am-9 pm.

Hockey #57: purse donated by Boutique Lilly

Hockey #913: box of stationery from Rolland Paper Co. Ltd.

Friday night #55: tuque donated by Boutique de Sports Seigneurie

Saturday night #122: dinner for two at Osteria del Panzoni

Place des Arts Corbeille B108: \$6.50 credit note from Moishe's Steak House

### ERRATUM

The McGill Friends of Traditional Music will be having their final program and elections Tuesday, Feb. 14, and not last night, as reported in yesterday's Daily.



HON. PAUL MARTIN

...to explain "quiet diplomacy"

Martin may get another taste of the recent criticism, since the Association at McGill to End the War in Viet Nam plans to "welcome" Martin outside the Arts Building at 1 pm.

First elected to the House of Commons in 1935, Martin is now the senior member of the House. In 1946 he was named Minister of Health and Welfare, a position he held until the defeat of the Liberal government in 1957.

When the Liberals returned to power in 1963 he was named to his present position, and is the acting Prime Minister when Lester Pearson is absent.

## You can gamble here tonight

Armed with \$100,000 of mad money, McGill's gamblers will have a chance to double, triple, and quadruple their capital, or perhaps go broke, at the first event of this year's Winter Carnival, Las Vegas Nite, tonight at 9 pm in the Union ballroom.

For those who become insolvent, or don't want to take a risk, there will be continuous dancing to the sounds of "The Generation" and "Jamie and the Jesters". Bobby Price will perform at the honky tonk piano at one of the two bars.

The tables will close at 11:45 pm and at midnight more than fifty prizes will be auctioned off by disc-jockey Buddy Gee.

## Saturday

(Continued from page 2)

**FILM SOCIETY:** Series I, International 16: The Childhood of Maxim Gorky, L-132, 6:30 and 9 pm.

**UNITED CHURCH STUDENTS FELLOWSHIP:** Sleigh ride at Hudson Heights, bus leaves from Newman House at 3 pm. For reservations phone Richard, 728-2533.

## Sunday

**ANGLICAN CHAPLAINCY:** Eucharist followed by "A Russian-Artist Looks at Contemporary Iconography," Canterbury House, 10 am. Also: A Study of the Christian Faith, 7 pm.

**LUTHERAN CHAPLAINCY:** Communion and breakfast, 3483 Peel, 9 am.



## DEPARTMENT HEADS

Judy Rebeck (Executive Editor); Peter Allnutt (News Editor); Marc Raboy (Newsfeatures Editor); Ellen Roseman (Copy Editor); Lawrence Halmovitch (Sports Editor); Jack Kapica (Photography Editor); Aaron Sarna, Ely Alboim (Senior Staff Writers); Anna Mae Barrett (Archives Librarian); Van Roberts (Advertising Manager).

## STAFFERS FOR THIS ISSUE

Weighing the anchor were:  
Ace Scribe  
Doc Haimy  
See-less Hoss  
Ralph Mark Derek Barb

GEORGY  
Pierre  
Kitty

a mariner's meal  
may lead to pomegranates  
blooming in a sun-loved land  
of hermaphroditic wine-tossers...

VIVIAN

FEBRUARY 10, 1967

The McGill Daily is published five times a week by the Students' Society of McGill University at 3480 McTavish Street, Telephone 875-5510. Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash Postage paid at Montreal. Editorial opinions expressed are those of the Managing Board and not the official opinion of the Students' Council.

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## MANAGING BOARD

Sandy Gage ..... Editor-in-Chief  
Robert Chodos ..... Managing Editor  
John Dufort ..... Business Manager  
Stephen Schecter ..... Supplement Editor

## Homo Iudens

After last night's Council meeting it's hard to figure out which position that body covets most — Chief Returning Officer or PTA.

For his first act, Law representative Michael Vineberg demanded another referendum to clear up the linguistic ambiguities that cloaked Wednesday's vote. Shades of yesteryear! One would think that Law representatives had learned by now what basic democracy was all about. Of course he was not alone, ably supported by such freedom-loving stalwarts as the three representatives of the medical and related professions, the business interest, the Voice of Women and the Censor of Public Morals. Once Council voted the motion down, however, they all

closed ranks in a remarkable, if short-lived show of unity, except for the lone defender of dissent, Mr. Vineberg.

Dazzling as it was, the opening was no match for its sequel. Representatives of the striking teachers had been invited to explain their position to Council, after which Arts and Science representative Fekete planned to present a motion voicing our support of their demands and urging the Quebec Government to effect a just settlement.

Hardly had they finished when up popped the fantastic four to defend the public interest. True to his classical liberal education, the external vice-president spent the first part of his lecture defending the doctors' strike because they allowed individual interns to opt out and the second taking the teachers to task for their misguided malevol-

ence in attempting to pilfer from the public coffers, a conclusion derived by such a tortuously logical route that even the great bourgeois apologists of the eighteenth century would have winced. Overcome by the poisonous verbiage, he was rescued by his legal-beagle colleague who, for all his Progressive Conservatism, could hardly manage to blurt out his concern at the deprivation of our youth. And lest we forget, friend Blau and others were there to bleat about the plight of the grade eleven students. The president played his part by recessing the meeting before any decision was made.

The point about the whole farce was not that you could see the middle-class streak down the collective back of the council, but that these two-bit politicians could sit on their pompous asses and tell the teachers why they should not be on strike. The teachers' demands for just wages, greater consultation in school decisions, freedom of association and other fundamental rights are fair by any yardstick. They have gone on record as stating that they are willing to compromise when met with compromise. They realize full well the social dislocation involved in their strike, but they also know full well that the withdrawal of their services is their only weapon. It is no secret that their fight is being closely watched by teachers across Canada. Products of the high-school system, we should know that their victory would be a start along a road of long overdue improvement.

## LETTERS

### Armenian Boondoggle

Dear Sir,

Students enquiring at the Union Office were told that the Armenian Club sponsored production of a handbill, over the heading "Students Demanding UGEQ". This glib satire by rights ought not to have been distributed on Referendum Day.

The real S.D.U. had the honesty to pay for its own sheets on the subject, and handed them out the previous day.

Some questions:

- 1) Did the Armenian Club use Students' Society funds for the fake "S.D.U." handbills?
- 2) Is this the entrée to campus of hysterical emigré politics, financed with our money, and the coming trend in this ethnic club's activities?
- 3) On a possibly unrelated matter, who bought the paint for the spurious "separatist" signs on McGill buildings?

Harry Gow MSW 2

### Profit Motive 11th Commandment

Dear Sir,

The "Happy New Year" article which appeared in yesterday's Daily obviously shows the viciousness and what's more, the ignorance of some of the Daily's editorial staff. This is not the first time, nor I'm sure, will it be the last, that the Daily has deliberately taken a pro-Viet Cong stand in Viet Nam and has once more called Americans the aggressors and exploiters.

I certainly do not want to justify every American action taken in Viet Nam and I would be the first to admit it has made mistakes. But I think that students who are prepared to make statements of vicious intent concerning our allies with only half-truths to support their remarks are only proving to me and many others that they ought to be up there in the front lines before they can ever know what it's really all about.

And there is something else. If these students are so all hot and bothered about American aggression in Viet Nam, why don't they ask where a lot of the American war material is coming from? That war is lining Canadian pockets, not so much American pockets, but I haven't heard students complaining about this yet. I'm sure these students, like most Canadians, are proud of our export surplus to the United States due to the war. It's a little ironic isn't it, that Canadians, who rightly or wrongly are aiding the war effort in Viet Nam, should send Ho Chi Minh greetings on their New Year?

Howard Schneider BA 4

### We Blew It

Dear Sir,

I do not wish at this time to even start a rehashing of the function a college newspaper. I would suppose that by now everyone is convinced, or forcibly persuaded that the right of free expression is sacred, even in the domain of the McGill Daily.

No one will any more even vainly attempt to condemn your papers right to express political, social, sexual, homosexual, heterosexual, or any other field of endeavour you

may chose to perport. Perhaps this in itself is a step away from what Daily supporters were so gallantly attempting to protect — the right to protest. But none the less, we must not lose sight that the McGill Daily is not Saigon News, or as some would hope, analogous to Newsweek, but rather a CAMPUS NEWSPAPER, and anything extra that you may deem necessary to include in your masterpieces, should be introduced in that conceptual framework. I do not propose that your news paper should be a "Dear Sandra" column spread with the joys and tribulations of sexual enjoyment in fraternity life, or with requests for advice on how not to get drunk at Daily parties, while spending student money. But nonetheless, as a campus newspaper it is your duty, obligation, responsibility, or call it what you may, to spread the knowledge of campus doings if they are newsworthy. I looked with disgust today in a vainly sincere attempt to find one iota of information on the Engineering Blood Drive, which, as a Socialist, you will admit has its communal benefits. Good coverage of the winter carnival was forced into the hands of public address. The red and white review has received limited support. This is but a drop in the bucket of the year's doings. Let us hope that you may still rectify the situation in the future, and deserve the name McGill Daily, while still bringing the rest of the world to McGill.

Albert Carolini BS4

(Admittedly, our blood drive picture on Wednesday wasn't enough. We blew it on that one — ed.)

### Tough Choice

Dear Sir,

"An exercise in unravelling ambiguities". This would have been an appropriate heading for the C.U.S. - U.G.E.Q. - Neither referendum conducted yesterday. As the ballot stood it seemed very natural to vote either YES or NO and to go on to question number two if your answer was yes to number one, however if your answer to number one was negative then it seemed just as natural to stop there and give no answer at all to number two. In fact the polling officer at the station where I cast my ballot gave me the instruction, along with the ballot, that I was to answer both numbers one and two even if my answer to the former was to be in the negative.

Several people I spoke to at this polling station and others who had cast their ballots elsewhere informed me that they had not received such specific instructions and most of those who voted in the negative to one failed to proceed to answer number two.

Is it fair that because a student has cast a negative ballot number to one he should then, due to a poorly designed ballot, be deprived of deciding his fate re C.U.S. or U.G.E.Q. because he in fact wants neither? There are actually two issues involved here.

(1) Does the voter want the Students Society to be a member of a national Students' Union?

(2) Then assuming that the majority of students casting ballots decide the above in the affirmative, the voter must be

able to decide which of the two, C.U.S. or U.G.E.Q. he desires.

The voter must be given this choice even if, to him, the choice has been reduced to the lesser of two evils.

This the voter, in many instances, today was denied; whether by scheme or inadvertence is as yet unknown and actually irrelevant, but the fact is that voters have been denied their rights and this was unconstitutional.

George F. Lengvari Jr.  
BCL 4

### Hit Me Again

Dear Sir,

I note that the leftists on campus would never accept the results of earlier referenda and kept agitating for further ones until the results finally favoured joining UGEQ. Will they be so eager to let us have another vote if we ever want to leave it?

Andrew F. Rugg B Com 4

### Controlling Interest

Dear Sir,

We finally did it! Sold ourselves; lock, stock, and barrel to U.G.E.Q. and Co.

Douglas L. Péron, BS 2

**radio  
mogill**  
CFQM fm 92.5 mcs

**10:00 - THESE THREE  
IN PERSPECTIVE**

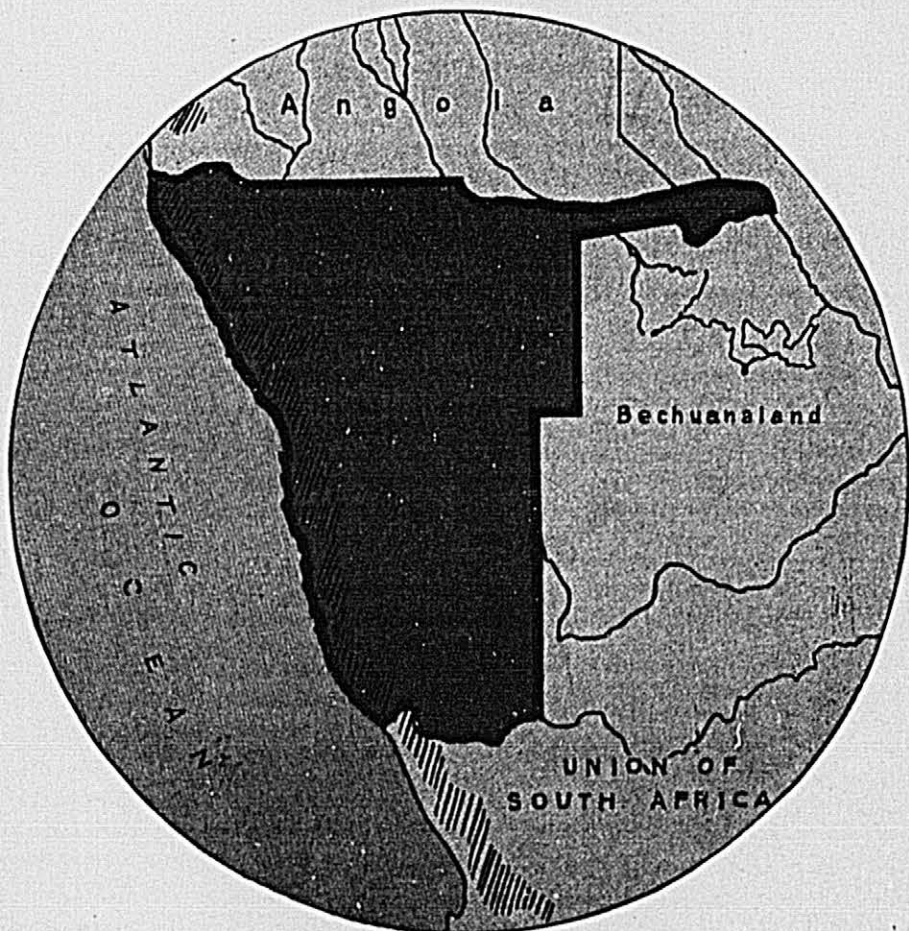
McGill has finally committed itself — tonight's news will discuss McGill's role in UGEQ and the implications of her membership. General news and satire are also part of tonight's regular news feature.



# The Review

McGill Daily Supplement

FEBRUARY 10, 1967



"We, the people of South Africa, declare for all our country and the world to know :

"That South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of all the people; that our people have been robbed of their birthright to land, liberty and peace by a form of government founded on injustice and inequality;

"That our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities;

"That only a democratic state, based on the will of all the people, can secure to all their birthright without distinction of colour, race, sex or belief."

The Freedom Charter,  
Kliptown, Johannesburg, 1955

## WHAT YOU CAN DO

1. Create a body of informed opinion by forming committees to organise **sustained** campaigns coordinated with work being done in other districts and in other countries.
2. Work to enlist your Member of Parliament or Representative on your behalf to obtain government-enforced trade sanctions and other measures called for by the U.N. Most urgent is the banning of arms exports.
3. Arrange public meetings, making sure that all political groups and trade unions in your area are notified.
4. Arrange discussion on South Africa in any organization or club, political or cultural, of which you are a member.
5. See that **all** meetings, of any kind, at which apartheid and the measures to be taken against it are discussed, are covered by the local press — inform them beforehand.
6. Work to extend the consumer boycott of South African goods. Some of the brand names appear on lists which can be reproduced and distributed — (the South African government may change the names and labels, so watch carefully and check the country of origin before you buy).
7. Write letters to the press opposing Apartheid and saying what action you and your group are taking.
8. See that people with specialised interests in your area (writers, sportsmen, etc.) are aware of action that they can take in their own field.





# Merrily we roll along...

by Aaron RYND

*Mr. Rynd is a third-year student in political science. He has been active in Students' Society committees, notably those dealing with proposals for educational reform.*

McGill students seem to glide about in a narcotic dream-world thinking that fact-distribution constitutes an education system that what they do in one part of their lives doesn't affect them at any other time or place, that McGill's operation reflects the values they would support if they ever got around to thinking them through for themselves.

A wide spectrum of personalities is expected to emerge from the university: at one extreme it trains enough doctors, lawyers, engineers and the other professionals to keep the wheels of society moving. At the other it helps to create a breed of dissenters sufficiently intelligent and dynamic so that when they plug themselves into the "system" a part of it short circuits. The reason for the first group is to keep us alive and to generate the tools for a satisfactory existence. The purpose of the second is supposedly to nudge us along the road to a more meaningful and richer life.

But this concept of the university becomes inadequate when doctors have to make decisions such as whether to hold work stoppages or to contribute to a government which is following a disagreeable policy. And similarly the system breaks down when the rate of progress is so slow that dissenters must either generate physical violence or stop agitating for reform and withdraw from our world entirely.

When these conditions and possibilities arise we can see that professional men have to know the tools of social analysis just as thoroughly as the techniques of their profession. Are most students trained or encouraged to examine their society? Are they educated or stimulated seriously to think about it for themselves?

Moreover, if an engineer or a political scientist is to make an intelligent decision as to what sort of a job he wants, he has to consider not only the salary and location facts but also how it will suit his attitudes, temperament, and principles. Is there any connection between how we are taught in schools and the kind of employment we look for later on? Is there a connection between the way we are taught and our attitudes or values?

## The edge of the wedge

It is generally agreed that the school systems we come out of do not encourage us to consider problems in depth from our own point of view, but to embrace the outlook of an authority as swiftly and as completely as possible. After at least eleven years of at best passive listening, we tend to develop the habit of jotting down facts as they sail past without submitting them to even the most superficial analysis. McGill's lecture and examination system unfortunately reinforces this habit of sloth by rewarding stenographic skills over thinking and fragmented memorization over creative synthesis. (If anyone cavils at this generality let him review the questions on his mid-term examination.) And in the end we also grow accustomed to having little control over the way our courses are organized, how our curriculum is set up, or what qualifies us to receive our degrees.

By fourth year, many are so oriented by experience (habit and lack of opportunity) towards obedience that ideas are not discarded because they have been carefully considered and found wanting, but because they would alter a regulation we have grown accustomed to, or circumvent accepted (because inarticulate and unchallenged) norms, or place more of the onus for our own activities squarely on our own shoulders.

This applies in our everyday lives: if men are consistently offered a blazed path to "success", how many will be courageous enough to break away and openly question the kind of success that lies at the end of the road?

This applies in educational techniques: the introduction of a tutorial system at McGill would most likely be greeted by suppressed murmurs of anguish, or perhaps even overt criticism, at having to set one's own scholastic pace.

This applies in the interconnection between one part of life and another: the periodic evaluation of how different types of research can affect one's personality would probably bore a student who has been taught to let other people worry about the relationship between his work and the moral or the rest of the physical world.

This applies in the integration of disciplines: a discussion of technical procedures in terms of the sociological and psychological changes they have brought about, or could cause, would exasperate those who have been trained to isolate full inquiry from learning and have never been encouraged to undertake a careful examination of the "system" which they will be working to expand.

Of course the university is not the only or even the main cause of this intellectual anaesthetic. Social and particularly parental, pressure to graduate and then find a secure, high-paying job is almost inseparable when combined with financial rewards and a chance to fit in with the high-powered, fast-moving, jet-set.

In the thirteenth century at the Faculty of Arts in Paris there was a similar problem — students wanted to "get ahead" within the existing system, and so opposed the change-over from a slow dictation of manuscript to rapid lecturing. But society urges us to study at an institution and to conform to its structure only so that we may learn as much as possible and become more capable of benefitting the world around us.

The structure is almost wholly determined by the university itself, and it cannot evade the responsibility for helping to produce graduates inexperienced in social analysis or critical examination of their situations. If we are untrained in evaluating ideas and inexperienced in dealing with the techniques of propaganda, we are in fact precious little more than modern babes in modern woods. If we spend at least fifteen years receiving rewards for passive, directed study and for conformity to patterns of action and thought, it seems natural that instead of refusing to compromise what we think is true or worthwhile, we would incline gradually to do whatever returns our habitual rewards and to adopt such values as lead to them without analyzing them closely for ourselves.

The lecture system, as a part of our educational environment, inculcates habits and eventually values.

Because of its essentially linear nature, it disposes us to evaluate ideas in terms of the preced-

ing and following ones rather than in the necessary light of relevant facts and absolutely vital qualifications.

The difference between these two analytic techniques is that, in the first, we tend to examine the internal logic of what is said and to believe the conclusion if the interconnections and the method of delivery are strong. In the second, it is crucial to establish an on-going atmosphere of challenge and to create, or be presented with, more than one strong interpretation of the subject. This latter method is a field approach and is the only substantive way to allow evaluation of an argument.

## Note on the lecture system

A lecture is usually rhetoric in the sense that the bridges between ideas attempt to convince us of the direction in which the relevant data proceeds. Francis Bacon said of lectured proofs: "... they carry a kind of demonstration in orb, or circle, one part illuminating another, and therefore satisfy; but the particulars, being dispersed, do best agree with dispersed directions." The lecturer chooses the information that he thinks is important and draws it together to form a round pattern.

But if we do not know enough data ourselves to judge whether the lecturer is correct or to test his "facts" accurately for relevance to the "line of argument", what the lecture system boils down to is a particular group of statements organized so as to convince us of a particular point of view by means of claiming to have knowledge-authority.

This is dangerous because the authority is never publicly challenged and because it is easy to fall into the habit of believing what is never contested. Most of us commit the blunder every day when we believe what we read in the newspapers. In a cold-war context, lectures would be called "propaganda". In another context, they would be accused of preparing us to accept statements without detailed analysis.

The habit of not subjecting ideas to constant criticism is exactly what the lecture system generates and exactly why it should be abandoned. Anyone who has not been trained to criticize opinions and ideas is entirely at the mercy of whoever can arouse his feelings or appeal to his instincts. This was what Nazi Germany was all about: it helps explain the simplicity of the "left" and the ignorance of the "right".

Above and beyond this, lectures presume the value of concatenated logic; they accustom us to listen for "bridges" and to judge the merits of the lecturer's conclusions on that basis. If we listen to a lecture and to a discussion or debate on the same topic, we see how coherent flows of logic can be interrupted by a person equally qualified on the subject. Both facts and their evaluation can usually be questioned.

What we tend to learn in lectures is that truth can be approached through a unitary, straight-line method. This is simply untrue; but if we are affected by the assumption, we are open to invasion by techniques of public relations and propaganda that would be much less effective if we had been educated in an environment of continuous challenge and multi-view debate.



To begin with, I wish to clarify my purpose in submitting this article to a university newspaper. I am not attempting to expound my views on the local high school system merely for the sake of doing so — this article is not intended to be a destructive, one-sided criticism. On the contrary, I hope that something concrete and useful will emerge from my suggestions. Because in speaking to several teachers and counsellors of my school, I have met with little more than apathetic and helpless shrugs, I am turning to you, as university students (or ex-high school students) for greater enthusiasm in what I have to say.

The first thing I wish to discuss is the present curriculum studied by the average student. Many subjects are modern, well presented and interesting. On the other hand, there are many more which can well afford improvement. English literature, for example, which is compulsory study for every student who hopes to enter university, is largely a Grade VII level course. Novels such as *The Cruel Sea* by Monsarrat are abridged; plays by Shakespeare are cut down to a "high-school level". Surely, there is no need for such nonsensical censorship; but if the authorities do feel that sixteen and seventeen year olds (who read all sorts of material regardless) are not mature enough or capable enough to fully appreciate the text in its entirety, they should not be taught at all. To give the student merely part of the work, and yet expect him to fully appreciate it is criminal. Modern novels and plays too seldom appear on the course list. Certainly there are many modern works of much higher caliber than Monsarrat's *The Cruel Sea*, and the student will, if introduced to several, have a far more encompassing view of world literature. There is a marked absence of translated European works, for example Tolstoy and Dostoevsky. It might be an interesting idea if plays were taught not only as a written means of expression, but as a theatrical one as well. Shakespeare and others would become more real and alive, if students were made more aware of the costuming, sets, etc.

### poetry course faulty

Not only is the prose division of the English literature course faulty, but the

poetry course as well. At present, we are studying a very childish representation of a very mature art. The course itself is not on a terribly low level, but the approach to it is suitable for a public school class. The poems are largely taken to mean what they say on the surface. Teachers leave very little time for discussion, and, often refuse to accept the student's viewpoint if it differs from theirs — regardless of its legitimacy. This is not only unfair, but damaging, as the student becomes lazy and soon allows the teacher to do all his thinking for him. At present, we are largely taking poems from the text at random. May I suggest that the accent be on the historical perspective of

by Penny Angel  
a high school student

poetry throughout the eras and thus a greater appreciation of it. This would of course encompass some emphasis on contemporary poetry which is, at present, totally disregarded. The above-mentioned might be a heavy course for one year, and could very well be spread over the two senior years of high school.

The English literature course as it now stands not only has disastrous effects on the actual knowledge of the student, but also on their habits and attitudes as well. Firstly, the desire to read is considerably lessened by the unavoidable opinion (under the present system) that all forms of literature are dull. It is taught in such a manner that

the student, no matter his previous habits cannot help but take on this attitude. Also, the course lacks the necessary preparation for the student's entrance to college. There is a vast difference between the approach of high school and college, towards term paper writing. As these tend to be far less important, in relation to marks, in high school, the student usually regards it as "something to write up the night before". (I am now referring not only to English term papers but to history and other subjects as well). This is hardly as important, however, as the fact that term papers are not written by the high school students themselves, but by Britannica or Canadiana encyclopaedia, and merely switched over to a clean notebook of looseleaf paper. The student is hardly to blame, for he is actually more likely to achieve a high mark when he has spent three hours copying information almost verbatim, than if he spends two days in original thought and preparation. This is hardly the type of term paper expected of one in university (as I am told by university students). Surely the transition between high school and college life is difficult enough without the additional burden of this inexperience and pampering.

Another course, which is compulsory for all English-speaking Montreal students, and much in need of improvement, is French. After five years of public school and four years of high school training, the average matriculating student cannot speak without hesitation and grammatical errors. Surely, after nine years of concentration, one should be far beyond this level. Of course, here, the high school system is not the only one to blame, for one enters it knowing very little of the language. Studies have shown that the young are far more perceptive, and rapid in learning languages; yet, I doubt whether any adult taking a course in French of approximately one hour a day (which we in high school, do devote), would need nine years to reach the level, we have at the present. I need not go into a discussion of improvements of the intensity of studies in this course — they are all exemplified in the Parent Report, presently being studied.

I cannot help but wonder at the texts given to a matriculating class to study — e.g. a five-chapter pamphlet of the story of "Le Duc de Beaufort" which would be far more suitable as Grade VII reading. It might be well worth while to give the senior students, providing they have sufficient knowledge (which is to a large extent dependent on the success of the Parent Report in the public school system) a far more advanced set of texts, e.g., a Molière play. This would not only be a stimulating challenge, but a valuable means of improving the student's knowledge of French as well.

Another point which is of almost equal importance to a changing curriculum is the power of student voice in school affairs. There is no reason why the student, as an individual, or as part of a group cannot criticize, and be heard, providing of course, that he is not only

airing his complaints, but at the same time, offering constructive suggestions. Whether or not he has ground for his criticism is not the issue; he has the right to speak. If the student is undoubtedly wrong, he should not merely be told so, but explained why and corrected — being given the chance for rebuttal if necessary. On the other hand, should the student be justified, his complaints should be studied, and his recommendations adopted.

### suppression of opinion

The above-mentioned idea is excellent in theory; unfortunately, there is no sign of it being carried out in the government of our local high schools. Many incidents have occurred, which certainly would not have, had this theory

# the high school scene

been practised. For example, a recent publication of the "McGill Scene" which is submitted for distribution to all high schools to acquaint the student with college life, was not accepted by several Montreal high school principals. Why? It contained an article on "student activism" which the principals felt was not suitable for our reading. I am not in the position to praise or criticize that article as I was not given the opportunity to read it; however, when one of the above-mentioned principals wrote a page-long criticism of that article, there was an abundance of copies available. Again, I am not criticizing what this principal wrote, but merely the fact that he and others did not give their students the opportunity to form a fair opinion, upon reading "both sides of the story".

In one local high school the editors of the yearly school annual, picked as a representative theme — "Youth". This would have encompassed all aspects of the young, and would have been of great interest to the students. The principal, however, did not approve of this theme, as it suggested a "rebellious attitude".

(continued on page 2)

## The Review

published every Friday in the McGill Daily, the Review is a magazine of political, social and cultural comment.

Editor: ..... Stephen Schector

Assistant Editors: ..... Tsip Corber and Barry Tarshis

Contributors to this issue: ..... Pierre Fournier



# reviews

**A Man For All Seasons, directed by Fred Zinneman, screenplay by Robert Holt, released by Columbia Pictures (technicolor), is now playing at the Snowden Theatre.**

More is a man of an angel's wit and singular learning; I know not this fellow. For where is the man of that gentleness, lowliness, and affability? And as time requireth a man of marvellous mirth and patience; and sometimes of a sad gravity: a man for all seasons.

God made the angels to show him splendour — and he made animals for innocence and plants for their simplicity. But Man he made to serve him wittily, in the tangle of his mind . . . Our natural business lies in escaping.

boasts constantly: "But my dear, this is not Spain. This is England". No. Not Spain, but England turned into a police state, with royal spies and political climbers preying on innocent men like More, the Chancellor, with the noblest lives being cut off for the fancies of a whimsical king who never quite grew up. This, at least, is what Bolt recreates, and he adds a fitting postscript which completes the picture of how the wheel of fortune turns and how the political animal falls off.

religious man of the Renaissance in all his glory. The Lutheran burnt in Germany; the Catholic, then the Anglican, burnt in England; the mystic in Spain, all shared certain values. Men of More's calibre were to be found in all religions, among the intellects who were resigned to the rotten state of mankind as standardized in its rulers, but who nevertheless rejected all involvement with the system on issues they could not reconcile with their own conscience. More is the Man of our generation, the Christ of every generation, whose ambiguous silence and animal-like patience unmask the mass of petty, avaricious, lustful courtiers around him as traitors to the name of men.

Hurt) is the clerk from Oxford refused employment by More (he was too young and insecure) who becomes Cromwell's servant, rising in politics through sheer ambition and brazen perjury. An excellent pupil — he outlives his master, who introduced him to Machiavelli but died on the scaffold.

On the theme, the plot-development and the acting are all superb, the photography and the soundtrack are valuable elements in themselves. The colour is magnificent, and we are treated to shot after perfect shot of the English countryside, courts, mansions, closeups of gargoyles, the Thames. Is the yellow stream symbolic? Quite possibly. Ostensibly the most practical means of travel, it could well reflect changing times (e.g., More, once honoured by the boatmen, when in disgrace cannot find a boat to return home); or even life, passing swift as the current. A similar effect is achieved by outdoor shots of a quick succession of the seasons. The music is stirring and captures the mood of the play; a combination of renaissance and modern in form and instrumentation.

Announced as a reserved-seat spectacular, please note it is not an ordinary Hollywood production. The message is human and of an urgent significance; the film is tastefully and intelligently conceived and moves within a refined and harmonious scheme. One film this year that should not be missed.

**P.S. Really.**

**J. A. Weiss**

**COMPLETE THIS ANSWER SHEET**



**COMPUDATE**  
SCIENTIFIC RENDEZ-VOUS  
P.O. BOX 159 - VICTORIA STN. - MONTREAL 6

# ANSWER SHEET

## PART A

### Sections II and III

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## PART B

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XX	1				

## Section IV Cont.

[illegible]

## Sections V and VI

1	2	3	4	5	6	7	8	9	10	11	12
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## Section VI Cont. &amp; VII

13	14	15	16	17	18	19	20
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PRINT YOUR NAME BELOW: ONE LETTER IN EACH BOX															FOR OFFICIAL USE ONLY								
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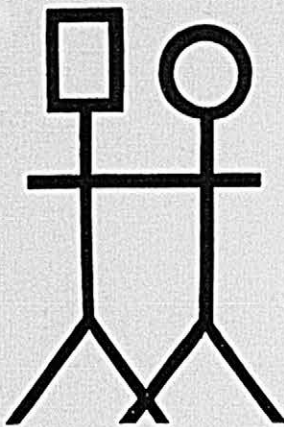
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# compu date

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### PERSONALITY EVALUATION TEST

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#### DIRECTIONS:

Each question is numbered and you will find a corresponding box on the answer sheet. The answers are also numbered. Into the appropriate box write the number of your answer. For example: Question no. 1: If you are a male, write "1" into box no. 1; if you are a female, write "2". Answer each question and to each question give one answer only. Leave no blanks. If you find no answer quite suitable, give the nearest. Please write your numbers clearly and be honest. For best results answer spontaneously.

#### PART A

##### SECTION I: BASIC FACTORS

1. My sex: Male (1)  
Female (2)
2. My race: White (1)  
Colored (2)  
Oriental (3)  
Other (4)

For each of the next four questions there is a choice of four answers. If your answer is "must be" to any of the questions, obviously you have to answer "no" to the others.

- My date's race:
3. White Must be (1)  
Prefer (2)
  4. Colored Accept (3)  
No (4)
  5. Oriental
  6. Other

For both questions nos. 7 and 8, use scale at right.

7. My age: 17 (0)  
18 (1)  
19 (2)  
20 (3)  
21 (4)  
22 (5)  
23-24 (6)  
25-26 (7)  
27-28 (8)  
29 or over (9)
8. For my date's age, I prefer: 25-26 (7)  
27-28 (8)  
29 or over (9)

In answering both questions nos. 9 and 10, use the table shown below.

9. My level of education: data's level of education to be: Junior matriculation or less (1)  
First year in college (2)  
Second year in college (3)  
Third year in college (4)  
Fourth year in college (5)  
Bachelor's degree (6)  
Master's degree (7)  
Studying for Ph. D. (8)  
Ph. D. (9)
10. I prefer my date's level of education to be: Junior matriculation or less (1)  
First year in college (2)  
Second year in college (3)  
Third year in college (4)  
Fourth year in college (5)  
Bachelor's degree (6)  
Master's degree (7)  
Studying for Ph. D. (8)  
Ph. D. (9)

In answering both questions nos. 11 and 12, use the table shown below.

11. My height: height for my date is: 5' 0" or under (1)  
5' 0" to 5' 2" (2)  
5' 2" to 5' 4" (3)  
5' 4" to 5' 6" (4)  
5' 6" to 5' 8" (5)  
5' 8" to 5' 10" (6)  
5' 10" to 6' 0" (7)  
6' 0" to 6' 2" (8)  
6' 2" or over (9)
12. The ideal height for my date is: 5' 0" or under (1)  
5' 0" to 5' 2" (2)  
5' 2" to 5' 4" (3)  
5' 4" to 5' 6" (4)  
5' 6" to 5' 8" (5)  
5' 8" to 5' 10" (6)  
5' 10" to 6' 0" (7)  
6' 0" to 6' 2" (8)  
6' 2" or over (9)

13. My build: Very slim (1)  
Slim (2)  
Average (3)  
Well built (4)  
Heavy (5)
14. For my date's build I prefer: Very slim (1)  
Slim (2)  
Average (3)  
Well built (4)  
Heavy (5)  
Unimportant if compatible by personality (6)

15. I am considered by members of the opposite sex: Very attractive (1)  
Attractive (2)  
Average (3)  
Plain (4)  
Unattractive (5)
16. My date's physical attractiveness to me is: Very important (1)  
Important (2)  
Moderate important (3)  
Slightly important (4)  
Unimportant (5)

17. Concerning appearance - I am: Always well groomed (1)  
Neat (2)  
Moderately concerned with appearance (3)  
Slightly concerned with appearance (4)  
Not concerned with appearance (5)
18. My dancing ability: Superior (1)  
Good (2)  
Average (3)  
Poor (4)  
Do not like to dance (5)

19. For men: Do you have a moustache and/or a beard? For women: Do you like men with: Moustache (1)  
Beard (2)  
Moustache and beard (3)  
Neither (4)

20. Language of preference: English (1)  
French (2)  
Either (3)
21. My religion: Protestant (1)  
Catholic (2)  
Jewish (3)  
Agnostic (4)  
Other (5)

#### SECTION II: RELIGION

Your answers to the questions in this section will indicate your religious attitudes, spiritual or intellectual.

22. Protestant Must be (1)  
Prefer (2)  
Accept (3)  
No (4)
23. Catholic
24. Jewish
25. Agnostic
26. Other

For each of the next five questions there is a choice of four answers. If your answer to any of the questions is "must be", obviously you have to answer "no" to the others.

- My date's religion:
22. Protestant Must be (1)  
Prefer (2)  
Accept (3)  
No (4)
  23. Catholic
  24. Jewish
  25. Agnostic
  26. Other

27. The role religion plays in my life is: Very important (1)  
Important (2)  
Moderately important (3)  
Slightly important (4)  
Unimportant (5)
28. Do you believe in a God who listens to your prayers? Yes (1)  
Yes, with occasional doubts (2)  
Not sure (3)  
Usually not (4)  
No (5)

29. I participate in religious services: Weekly (1)  
Monthly (2)  
Several times a year (3)  
Less often (4)  
Never (5)
30. Which of the following statements is the closest to your way of thinking? "The trouble with the world today is that so many people neglect religion; we need more religious education and generally more emphasis on religion." (1)  
"It does not matter to which religious denomination a person belongs, as long as he practises his religion and is guided by its principles." (2)  
"Religion is a great comfort and moral guide for hundreds of millions today, but its role is slowly diminishing and with progress the church, as it is today, will eventually disappear." (3)  
"Religion is of no importance as long as you have your own moral principles and own set of values." (4)  
"The different world-religions have only divided people into groups hostile towards each other; the world would probably be better off without them." (5)

#### PART B

##### SECTION IV: INTERESTS

State the degree of interest you have in each of the following subjects or activities by writing the appropriate answer number into the corresponding box for each question. There is a choice of five answers to each question.

1. Television
2. Movies
3. Night clubs
4. Dancing, continental, latin
5. Dancing, rock 'n' roll, twist
6. Football and hockey
7. Athletics
8. Skiing
9. Camping
10. Swimming, water sports
11. Bowling
12. Walking
13. Parties
14. Horoscope
15. Fashion
16. Photography
17. Animals, pets
18. Politics
19. Horse racing
20. Cars, car racing
21. Popular music
22. Folk music
23. Jazz
24. Classical music
25. Contemporary music
26. Opera
27. Concerts
28. Classical literature
29. Modern literature
30. Light reading (spy, detective stories etc.)
31. Playing music or singing
32. Drama and acting
33. Creative writing
34. Drawing and/or painting
35. Fine arts, museums
36. Public speaking
37. Travel
38. Bridge
39. Tennis
40. Golf

"The trouble with the world today is that so many people neglect religion; we need more religious education and generally more emphasis on religion." (1)

"It does not matter to which religious denomination a person belongs, as long as he practises his religion and is guided by its principles." (2)

"Religion is a great comfort and moral guide for hundreds of millions today, but its role is slowly diminishing and with progress the church, as it is today, will eventually disappear." (3)

"Religion is of no importance as long as you have your own moral principles and own set of values." (4)

"The different world-religions have only divided people into groups hostile towards each other; the world would probably be better off without them." (5)

#### SECTION III: PERSONAL RELATIONSHIPS AND SEX

The following questions are designed to establish your way of thinking about personal relationships, love, sex, etc. All questions are to be answered and answer honestly, not as you think you should answer.

31. The role of sex in my life is: Very important (1)  
Important (2)  
Moderately important (3)  
Slightly important (4)  
Unimportant (5)

32. I consider my sex drive: Strong (1)  
Above average (2)  
Average (3)  
Below average (4)  
Low (5)

33. Would you say that your sexual experience is: Considerable (1)  
Above average (2)  
Average (3)  
Slight (4)  
Nil (5)

34. I consider sex before marriage: Part of life (1)  
A possibility (2)  
A problem (3)  
Undesirable (4)  
Unthinkable (5)

35. I think about marriage: Very often (1)  
Often (2)  
Sometimes (3)  
Seldom (4)  
Never (5)

36. I like to spend my spare time with members of the opposite sex: Entirely (1)  
Mostly (2)  
Partly (3)  
Occasionally (4)  
Once in a while (5)

37. Do you believe in romantic love? YES NO 1 2 3 4 5
38. Are you affectionate? YES NO 1 2 3 4 5
39. Do you express your emotions? YES NO 1 2 3 4 5
40. Do you believe in "going steady"? YES NO 1 2 3 4 5

For each of the following questions the answers are arranged on a "1" to "5" scale, from "yes" to "no". "1" means a definite "yes", "2" a qualified "yes", "3" neither "yes" nor "no", and so on.

37. Do you believe in romantic love? YES NO 1 2 3 4 5
38. Are you affectionate? YES NO 1 2 3 4 5
39. Do you express your emotions? YES NO 1 2 3 4 5
40. Do you believe in "going steady"? YES NO 1 2 3 4 5

#### PART B

##### SECTION IV: INTERESTS

State the degree of interest you have in each of the following subjects or activities by writing the appropriate answer number into the corresponding box for each question. There is a choice of five answers to each question.

1. Television
2. Movies
3. Night clubs
4. Dancing, continental, latin
5. Dancing, rock 'n' roll, twist
6. Football and hockey
7. Athletics
8. Skiing
9. Camping
10. Swimming, water sports
11. Bowling
12. Walking
13. Parties
14. Horoscope
15. Fashion
16. Photography
17. Animals, pets
18. Politics
19. Horse racing
20. Cars, car racing
21. Popular music
22. Folk music
23. Jazz
24. Classical music
25. Contemporary music
26. Opera
27. Concerts
28. Classical literature
29. Modern literature
30. Light reading (spy, detective stories etc.)
31. Playing music or singing
32. Drama and acting
33. Creative writing
34. Drawing and/or painting
35. Fine arts, museums
36. Public speaking
37. Travel
38. Bridge
39. Tennis
40. Golf

"The trouble with the world today is that so many people neglect religion; we need more religious education and generally more emphasis on religion." (1)

"It does not matter to which religious denomination a person belongs, as long as he practises his religion and is guided by its principles." (2)

"Religion is a great comfort and moral guide for hundreds of millions today, but its role is slowly diminishing and with progress the church, as it is today, will eventually disappear." (3)

"Religion is of no importance as long as you have your own moral principles and own set of values." (4)

"The different world-religions have only divided people into groups hostile towards each other; the world would probably be better off without them." (5)

#### SECTION III: PERSONAL RELATIONSHIPS AND SEX

The following questions are designed to establish your way of thinking about personal relationships, love, sex, etc. All questions are to be answered and answer honestly, not as you think you should answer.

31. The role of sex in my life is: Very important (1)  
Important (2)  
Moderately important (3)  
Slightly important (4)  
Unimportant (5)

#### HOW TO PARTICIPATE.

1. Complete the Personality Evaluation Test on the answer sheet provided here.
2. Cut it out along the dotted line.
3. Fold and place it in an envelope, enclose \$3.00 (cheque or money order) and mail it to: COMPU DATE — P.O. BOX 159 — VICTORIA STATION — MONTREAL.
4. You will receive a computer-printed sheet containing the names, addresses and telephone numbers of your dates within four to six weeks.

WRITE FOR ADDITIONAL TEST FORMS OR CALL 844-0092 (24 HRS.)

**KEEP THIS PAGE**

**\$3.00=5 DATES**

(MINIMUM)

13. You are invited to your date's house for dinner. There are other members and friends of the family present. The table is beautifully set, your date's mother brings in the first course and tells you it is her speciality. With utter shock you find your plate filled with cream of spinach soup — you absolutely hate the stuff.

#### Your reaction:

Eat it fast and risk being offered a second helping (1)

Pick at it very slowly, hoping the next course will arrive soon and save you (2)

Eat part of it and mumble something about leaving room for the rest of the dinner (3)

Look your hostess bravely in the eye and tell her frankly that you are sorry, but you don't like spinach (4)

14. Sitting on the bus one day, you overhear a conversation. Two fellows are discussing the lurid sex life of a girl you happen to know.

#### Your reaction:

Concentrate on your newspaper and try not to listen (1)

Sit back and listen quietly to the story (2)

Change your seat so that you can hear better (3)

Miss your stop in order to hear the end of the story (4)

15. An acquaintance of yours tells you that while he was out on his motorcycle last night, he noticed a strange, luminous object following him. He tried to shake it off by changing direction several times, but the mysterious object kept following him. It followed him for several miles, then suddenly disappeared. He told his story to the police, but they did not seem to believe him.

#### Your immediate reaction:

What nonsense! (1)

Probably a hallucination (2)

One never knows (3)

We are not alone in this Universe (4)

16. Which of the following words would best describe your ideal date:

Popular (1)

Attractive (2)

Intellectual (3)

Artistic (4)

Religious (5)

Socially active (6)

Considerate (7)

Sporty (8)

Romantic (9)

17. The computer may assign more than the usual five dates to you. Would you have time to meet the additional dates?

No — five is plenty (1)

Yes — just a few more (2)

Yes — as many as possible (3)

(Montreal Area Code: MT)

18. The first letter of my area code is:

M (1)

19. The second letter of my area code is:

T (1)

20. Do you wish to attend COMPU DATE's annual party?

Yes (1) No (2)

All data provided in this test will become the property of COMPU DATE and will be held in strict confidence. (Only the computer will see your answers; the answer sheet itself is only a set of numbers.)

We thank you for participating in our program and wish you and your dates the best of luck.

**compu date**  
P.O. BOX 159  
VICTORIA STN. MONTREAL 6





# Namib Today

The following article consists of selections from *Namib Today*, a publication published and issued by The South West Africa People's Organisation, (SWAPO), P.O. Box 2603, Dar-Es-Salaam, Tanzania, (December, 1966 issue). SWAPO has been fighting a war against the South African Army in the northern region of Namibia (S.W. Africa) since August 26, 1966. The United Nations subsequently moved to terminate South Africa's mandate over the territory on October 28, 1966. South Africa countered by extending the Suppression of Communism Act to South-West Africa.

Stanley Lubin, McGill graduate and CUSO volunteer currently teaching at a school in Tanzania for political refugees from White racist regimes on the continent, reports that suppression is so strong that South-West African students do not dare even to write home. The plight of these people speaks for itself. *Namib Today* has appealed to its readers for financial and other contributions to assist the families of all those who are arrested under the Suppression of Communism Act. Contributions may be sent to Mr. Peter Nanyemba, Chief Representative in East Africa of SWAPO, at the address listed above.

## S.W.A. — Death of a mandate

The United Nations General Assembly by a vote of 114 in-favour, two against (S. Africa and Portugal) and three abstentions (Britain, France and Malawi) terminated South Africa's mandate over South West Africa. The decision by the General Assembly to terminate the mandate means, in technical terms, that South Africa's presence in the territory is illegal now.

We should however, not be deceived

by the move taken by the United Nations' General Assembly. The passage of the resolution to terminate the mandate does in no way imply the end of the problem. On the contrary, the problem remains far from being solved. It has merely taken a different course which could be extremely dangerous. The prestige of the U.N. as well as its future much depends on the success or failure in the implementation of the resolution just passed.

The major problem facing the United Nations at the moment is how to implement the resolution. The U.N. has passed more than 75 resolutions on South West Africa since its inception. Many of these resolutions remain unimplemented. Thus, those who pin their hopes on a successful implementation of the current resolution are entertaining false illusions.

South Africa on the other hand has already made it crystal clear, in the words of Muller, the South African Foreign Minister, that she will "resist with all power at her disposal any attempt by the U.N. to impose its presence in the territory". Thus, no co-operation could be expected from South Africa in the implementation of the current resolution. South Africa holds the record in defying the United Nations.

The "behind the scene" manoeuvres of the Big Powers, exemplified by the abstention of France and Britain, constitute a negative attitude which is an obstacle to a successful implementation of the resolutions. For any resolution passed by the General Assembly or the Security Council, to be successfully implemented, it must have the unanimous support of the Big Powers. Experience has taught us and testified to this as an essential condition. The resolution to terminate South Africa's mandate over South West Africa lacks this unanimous support of the Big Powers.

It is clear from all the evidence available that the General Assem-

bly's resolution to end the mandate will simply be filed and put away into the archives of the U.N. It will thus add to the number of previous resolutions which the U.N. passed but never implemented.

SWAPO maintains that the current resolution passed by the General Assembly of the U.N., which formally terminated the mandate, is in no way significant unless it is fully carried out.

SWAPO also maintains that the current resolution passed by the General Assembly of the U.N., which formally terminated the mandate, is in no way a victory which could call for rejoicing and happiness.

SWAPO however, salutes the Afro-Asian nations whose gallantry and concerted action secured the passage of the resolution in the face of imperialist manoeuvres to thwart it in its original form.

## Suppression of Communism Act extended to S.W.A.

The repressive Suppression of Communism Act of South Africa has been formally extended to South West Africa. This Act, passed in 1950, was technically applicable to South West Africa. It provides the legal basis to the South African Government to suppress any opposition to apartheid.

The racist Government of South Africa, on numerous previous occasions, enforced the terms of the Suppression of Communism Act in South West Africa. Thus, though the Act has been formally extended now, it was already in existence in South West Africa. Those who view the extension of this Act as a new move are completely mistaken.

All of South Africa's stringent and repressive laws are contained in the

Suppression of Communism Act. Numerous amendments have been added to this Act since its passage in 1950. The most notorious of these amendments in the General Law Amendment Act of 1963 which is popularly known as the Sabotage Act. The provisions of the Sabotage Act are extremely harsh as it has been shown in the past several years.

Under the terms of the Suppression of Communism Act anyone suspected of furthering the aims of Communism could be arrested, detained and imprisoned without recourse to a court of law. It must be noted here that in South West Africa and South Africa, any criticism of the Government is interpreted as furthering the aims of Communism. Thus, African Nationalism and African demand for justice and equality in the eyes of the South African Government, is synonymous with Communism.

South Africa's move to extend the Suppression of Communism Act to South West Africa was undoubtedly prompted by two important developments over the last few months. The first of these developments occurred on the 26th of August 1966. This was the launching of an armed struggle by the South West Africa People's Organization. The racist Government was caught by surprise as she didn't anticipate anything of that sort in South West Africa. The second was the Afro-Asian move to have the mandate revoked by the United Nations and a resolution to this effect was passed on the 28th October, 1966.

The South African Government is intending to use the provisions of the General Law Amendment Act of 1963 (which is an amendment to the Suppression of Communism Act) to suppress the armed struggle commenced by the South West Africa People's Organization. In a new Bill published, following the decision to extend the Suppression of Communism Act, a entirely new provision appears for the first time. This provision empowers any senior Police



Officer to arrest and detain anyone suspected of terrorism for a period of 14 days. This particular provision is significant to the racist Government in the light of the armed struggle started by SWAPO.

The overall implication of the extension of the Suppression of Communism Act (which has been made retrospective to 1950) is to arrest, detain, imprison or hang anyone suspected of sabotage or terrorism, etc. The primary aim of the racist Government of South Africa is to crush SWAPO — but this they will never accomplish.

## The first victims

The racist government of South Africa is in a state of desperation. Vorster and his henchmen are panic-stricken as the writing on the wall is increasingly becoming clear. They are aware of the inevitable collapse of Apartheid and are prepared to go to all extremes in their attempt to thwart the final downfall of an evil

system of which they are the authors.

The first sign of the racist government's increasing fear and desperation became evident when Vorster decided to extend, officially, the notorious Suppression of Communism Act to Namibia (South West Africa). The primary purpose of this extension was to counter-act the activities of SWAPO and to arrest its leaders.

A SACHED student in a segregated bus queue. "Every African is subject to laws and regulations which invade all facets of his working and private life; from what job he may hold, to what bench he may sit on, where he may live and where he must be buried."

On December 2nd, 1966, the Suppression of Communism Act claimed its first victims in Windhoek. Three prominent SWAPO leaders and many others were arrested by the South African Police on that day. These persons are now held under the 180-Day Detention clause of the Sabotage Act. (The General Law amendment Act of 1963 which is an amendment



of the Suppression of Communism Act.)

The three SWAPO leaders arrested on December 2nd are: Mr. Nathaniel Maxuirili the Acting-President of SWAPO, Mr. John Ja Otto the Acting-Secretary General and Mr. Jason Mutumbulua a leading member of the SWAPO National Executive.

The arrest of these gallant patriots and freedom fighters doesn't come as a surprise to us. This act by the racist government of South Africa, in the words of the SWAPO President, Mr. Sam Nujoma "had been expected". The arrest of these patriots is nothing but an act of hooliganism. It should be perfectly clear to the white minority government of South Africa that imprisonment, detention, exile or execution will not deter us from fighting for our country. It only gives added vitality to continue the struggle with increased vigour and

determination until Namibia (S.W. Africa) is free.

The pages of history are full of men who, under extremely harsh and hostile circumstances fought and died for their beloved countries.

The people of Namibia, in their long and bloody struggle for independence produced their own heroes. The most illustrious of them all is Chief Mandume who at the youthful age of twenty one fell in a battle against the combined forces of South Africa and Portugal in 1917.

The three SWAPO leaders (Maxuirili, Otto and Mutumbulua) who were arbitrarily arrested by the South African Government are simply continuing the tradition handed down by our forefathers. This tradition demands that all Namibians should fight to the last man, if that is inevitable, for the freedom and independence of Namibia.



## the high school...

(Continued from page 3)

Last year, an incident occurred, again in one high school, which when publicized, considerably troubled many students. It concerned the publication of a supplement edition to the regular newspaper, which would contain literature volunteered by the students themselves. The publication of this supplement was approved by one of the teachers officially responsible for the school newspaper, and was only rejected, several days prior to its publication date, as the principal felt it contained articles unfit for the student body to read. As the editors of this supplement disagreed with his accusations, they had it published elsewhere, thus cutting off all affiliation with the school and sold it to students, not in the school, but in the area nearby. The principal then banned the entire newspaper, and one has not been organized to date. What is much needed in every high school and is evidently lacking, is an autonomous newspaper. (Autonomous, i.e.

lacking censorship of principal but maintaining a staff advisor).

The three incidents mentioned above, are of course very particular and restricted only to the schools in which they have taken place. However, I understand that they are representative of countless others throughout Montreal high schools. Perhaps the worst feature of the relationship between students and staff is the total subordination of the student council to all desires of the school principal. As it now stands, the entire body of the student council may vote unanimously on an issue, yet the principal still retains the right to veto if he does not agree with the council's decision. Also, the president of the student council must submit his agenda to the principal prior to the meeting. Should the principal be against the discussion of an item on the agenda he can order its removal. Thus the student council is, in effect, useless and merely a governing body in theory. For the students are not only powerless in passing resolutions, but they cannot even discuss the issues they want to. (The above clauses

vary according to the student council constitutions of each high school, but are properly representative of the majority.)

It might be a helpful idea if the President of the Student Council be present at some of the administration meetings in which he would be given the opportunity to represent the views of the students to the staff. Thus some communication could be established between student and staff members. However, there is also a lack of communication between the students at large and the Council. This might be resolved by establishing a meeting between Council reps and their respective classes at regular intervals for the express purpose of hearing complaints and suggestions. These would then be brought forth during Council meetings.

Perhaps the most important suggestion I have to offer, and the one most directly relevant to university students is the following: more communication should be established between high school and university students. This might be brought about by forming a

committee of several members of McGill's S.E.C., whose function it would be to meet regularly with the presidents of the high school Councils and discuss issues of mutual interest. Perhaps the squelched criticisms of high school students would be heard with more sympathetic ears by university students, who still retain the memories of high school injustices fresh in their minds. My personal feeling is that this is the first step in an organized attempt to correct the existing faults of our high school systems. It has been made evident by past experience that sporadic protests of various sorts are not successful; thus I wish to emphasize that the only way in which high school students can hope to take an active part in bettering their schools is by introducing an institutionalized means for airing their grievances and offering suggestions. A meeting of members of McGill's S.E.C. and presidents of high school Councils would be the most efficient start in accomplishing this.

I hope that this suggestion will not merely be read, but acted upon.



# reviews

## LE TOUR DE MAGIE DE JULIETTE GRECO

Je ne sais quoi dire sur Juliette Greco, sinon peut-être qu'elle est, sur scène, une présence charmante: c'est une charmeuse professionnelle dont je peux à peine définir les qualités, parce qu'avec elle, lorsqu'elle nous fait découvrir Desnos (*Rêveuse et Fragile*), ou redécouvrir *La Fiancée du Pirate* de Kurt Weill, on se laisse envoûter, tout simplement, en écoutant une chanson qu'on connaît de longue date et qu'on entend pour la première fois.

Juliette Greco nous était connue sans l'être vraiment: elle vient à Montréal pour la première fois, mais sa réputation l'avait précédée. Depuis toujours Greco incarnait le Saint-Germain des Prés de l'Après-Guerre, elle fut la prêtresse aux cheveux noirs du *Tabou* de la rue Dauphine et des "existentialistes" du VIème arrondissement. Son premier disque nous révélait un visage d'Eurasienne, aux pommettes hautes, une voix étrange, très grave, chaude et froide. Avec Catherine Sauvage et Germaine Montero, elle chantait le patriarcat du Café de Flore, Jacques Prévert, et un illustre inconnu, Kurt Weill. Mais, en quinze ans, une réputation défigure un être, et Juliette Greco, qu'on n'entendait jamais que sur disque devenait une figure mythique, un peu irréaliste et passée, une voix trop belle et parfaite. Il fallait qu'elle vienne parmi nous, qu'on la voie de près, qu'on la sente vivre, qu'on l'entende, — qu'on la découvre.

Et quelle distance du disque au tour de chant! avec elle, on perd son temps à tourner la manivelle du gramophone — inutile aussi de tenter de lui arracher des confidences ou de la psychanalyser comme ce bon Fernand Seguin du *Sol* hebdomadaire. N'allez pas interviewer Juliette Greco, n'allez pas lui parler, contentez-vous de la voir et de l'entendre chanter: son vrai naturel, c'est sur scène qu'elle le possède. Simplicité parfaite, le charme opère; où s'est fait le miracle, on ne sait pas, Juliette fait son tour de chant: son tour de magie.

En 1949, elle portait des pantalons noirs, elle les a troqués pour une robe noire, longue et moulante, évasée au bas des hanches: sa robe de sirène de la nuit et de femme fatale, puisque Greco est, paraît-il, fatale. La robe de l'amoureuse du *Petit Bal Perdu*, de la *Rêveuse* ou de la *Fiancée du Pirate*. Aucun ornement ni mise en scène: le plateau est vide, les musiciens sont au fond, Juliette Greco se place devant son micro d'où elle ne bougera plus pendant tout son spectacle. Chez elle, toute l'expression est en nuances: les mimiques, le gracieux ou volontaire mouvement des mains, le frémissement du corps... D'une chanson à l'autre, naturellement, sans effort, elle est l'enfant naïve, l'amoureuse ardente, la patronne lubrique de *Nos chères Maisons* (closes), la *Jolie Môme* aux formes souples, qui fait se retourner les passants. Mise à part la rengaine éculée des *Feuilles Mortes*, qu'elle chante une oeuvre récente ou une chanson connue, Greco donne l'impression de l'inventer pour son public, et en même temps d'en donner la seule interprétation possible. Sans se payer de mots, il me semble qu'on devine le plaisir qu'elle ressent à chan-

ter les chansons des autres, à jouer de sa voix tantôt grave et menaçante, tantôt naïve et enjouée, à rouler des hanches devant ses spectateurs subjugués, à les attendre d'un battement d'yeux, à leur donner des frissons, moqueuse et attendrie à la fois, à les charmer de sa seule présence. Il y a en elle trois personnes: Greco l'existentialiste, Juliette l'amoureuse célèbre, Juliette Greco enfin, et le tout en une seule magicienne, ange et démon, perverse et providentielle, Juliette Greco, grâce agissante!

Louis-Bernard Robitaille

## MISCONCEPTIONS

### WILD ONES THE BIRTH

For many years, Hollywood has been correctly regarded as the centre of the film making world. In the United States, outside of the big studios and the big money, there was nothing. Film making was thought too expensive a process to be considered a suitable method of artistic expression. Starting in the 1940's with the experimental films of Maya Deren, several brave individuals began to buck the system. Unfortunately, the progression of American independent film making from the way outs in the underground, to the occasional renegade Hollywood director determined to make a success on his own, has, on the whole, been a sorry one. The McGill Film Society is going to present two excellent examples of this type of film.

The first one, called *Wild Ones*, is about an American pop group led by Sybil Burton's new husband Jordan Christopher, aspiring to success. It is shot in the cinema vérité style reminiscent of the black and white Beatle films. The editing is the best I have ever seen outside of the Alka Seltzer ads.

*The Birth* has some of the most wonderful images I have ever seen on film. Luscious forgotten moments of dreams are captured and frozen into celluloid. Walls dripping with blood, wild horses in slow motion, birth scenes through a reversed turbulent ocean. This film seems to be an anthology of all the tricks one can play with a camera. The two films, although extremely different in both form and content are linked in two respects. They are both the product of an incredible amount of hard work and excellent technical skill. They are both indescribably bad.

To misquote from the Bible (the book, not the movie) "though you speak with the tongues of angels, yet if you have not love, you become as tinkling brass and cymbals". In the *Wild Ones* we see a group eagerly engaged in trying to build an image for themselves. The movie which we see is the result. There is nothing of the questioning overview of a *Lonely Boy* and none of the sensational subject matter or human insights of *Hard Day's Night*. The group hasn't made it, and neither does the film. Despite its technical excellence, it comes off as flat and even dull.

There is no lack of love in *The Birth*. The authors, David Aldrich and Can-

adian D'Arcy Marsh spent two years of painstaking work on this film. The effects they achieved are not through use of any big studio trickery, but through patient waiting for just the right image. The backgrounds are chosen with loving care, in fact, every single element of this film, with the exception of the acting, is extremely commendable. All this, somehow, signifies nothing. The film takes the form of the Freudian fantasies of a woman in labour. The Freud is cheap and silly but it's all there; waves rushing in a climax, snakes in the water, horses and sex — all dutifully covered. The overall feeling is that of a dated textbook. To watch this vacuous plot so lovingly and beautifully executed is next to painful.

These two films are receiving their world premières in a showing in the auditorium of the Leacock building, Tuesday, Feb. 14th at 6.30 and 9.00. *The Birth* is actually a pre-première for it really isn't finished yet. I recommend it to anyone interested in making films, for he shall learn many tricks and see what to avoid. I recommend it to anyone interested in the current state of the American intellectual, for he shall see the incapacity to deal with the realities of life. I recommend it to anyone interested in movies, for he shall see what makes Fellini great.

by Ronald Blumer

## THE CHELSEA GIRLS

*The Chelsea Girls* is the latest film directed by Andy Warhol. It is playing at the Regency Theatre in New York and should be in Montreal soon.

...In the theatre it's plush, non-arty, the seats slide back and forth, the lights are too dim, the walls too bare, suddenly on the upper right side of the screen a blonde girl appears bathed in white with a husband that doesn't look more than seventeen, the dialogue is inaudible, the girl cuts her bangs while a child plays with her foot, the camera examines every part of her face, there are no contrasts, occasionally the picture fades out completely, a scene begins to appear on the left side of the screen, I don't know which one to watch, my eyes flick from left to right, the left side is silent but the characters seem to be talking, the right side is wiped out, the left scene is dark, the actors are arguing, there are two couches put together in the shape of female genitals, the man is a drug addict who pretends to be a father confessor, the woman opposite him is a lesbian, they argue violently always clinging to the couches the right side has faded into a scene of some men on a bed...

The nature of this film defies definition, it directs one to a discussion of the film as art rather than to the film as the translator of ideas into an imagined or representative reality. The main appeal of film lies in the ability of the audience to participate, to become the characters, to forget, and to be amused in a way which doesn't seem stupid. Warhol doesn't give and doesn't demand anything of the viewer. The ex-

perience is purely intellectual. One is forced, because of the slowness of the action, to analyse while watching, as a result a distinct separation is created between the movie and the audience and one becomes in effect a student of the documentary.

Like Antonioni, Warhol has translated the film into a language, a highly polished though untuned prose, which turns a potentially poetic L.S.D. scene into a dry monologue, heightened occasionally by the use of coloured lights. The structure of this film (the split-screen technique) seems to be a break with traditional filming methods; it is not. The two scenes do not influence one another, in most cases there is no relation whatsoever, consequently the viewer is always looking on one side, momentarily training his eyes on the other scene but always returning to the one with the talking.

Many of Warhol's scenes are taken with the camera in a near stationary position, the close-up lens is sometimes used to create motion, and at times he actually moves the camera up and down with the result that the jerky movement distorts profiles, actions and lighting effects.

The characters in this movie do not change, there is no development, no growth, no death, just the present everlasting and optimistic. What society would call perverse is the only reality, drugs, homosexuals and lesbians are as integral a part of their routine as going on the toilet. Sincerity and honesty in a world which is usually thought of as in sincere dominates their actions. The art is fused with the activities of an existence which denies the individual and demands the total participation of its members in a continuous Dionysian purge. Warhol has reshaped and redefined the film; since nothing is of consequence why bother with results?

This apparent vacuum is extended towards an inventory of the "vacuum" which is like grasping onto something infinite (the unconscious coming to the surface) but the explaining it, each shot drifts off in the same manner in which it started, it is this overt nebulousness which make the film practically stream of consciousness. Warhol has pushed the cinema into a new sphere not dominated or limited by a concept of art but totally free, a form of improvisation far above the pretentious nature of the "didactic" or so-called "revealing" works characteristic of the present day film. Godard creates fantasy by mixing unrelated events; he denies reality by not caring for the temporal or the logical. Warhol asserts above all else that what he is describing is real, not absurd or fantasy. We are left with a product, much like "pop"-art which has restructured our reality and has created something else. The basic ingredients of pop art come from our world, ironically it is our recognition of these similarities which destroys pop art for us. The making of a documentary on a different world forces us to accept it on its own terms and consequently its validity is based on its descriptive rather than interpretive aspects.

by Ron Burnett





# SPORT ALK

with  
LAWRENCE  
HAIMOVITCH

During the third period of Wednesday night's hockey game between Queen's Golden Gaels and the Redmen, the lights in the Winter Stadium flickered and went out for a second. The sparse gathering in attendance did not attach much importance to this brief electrical breakdown but symbolically, the dimming of the lights could easily represent the last flicker of the Redshirts' chances to make the SIHL playoffs.

Although it is still a mathematical possibility that the Redmen could gain the charmed circle, their chances have been shaved considerably. The Redmen will have to score wins in all of their four final starts and the way they've been playing of late, they will be lucky to win two of these.

The current slump, which has dropped Dave Copp's skaters from fourth to seventh place and seen the team blow five outings in a row, is a giant-sized mystery to those close to the team.

Copp, who is as conscientious a coach as you will find, says he has been unable to discover the reason for the demise of his team.

"I wish I knew the answer", was Copp's comment after Wednesday night's discouraging performance against a less-than-outstanding Gael squad.

★ ★ ★

In the past five games, the Redmen have been outscored by the count of 42-11. The explanation for the slump is obviously found right here but the reason for the dribbling offensive and defensive play is another story.

Physically, the team has not suffered any crippling injuries, so the reason must lie in the team's mental attitude.

The trouble started on the night of January 20 when the Redmen sailed into Toronto for a game with the Varsity Blues. Prior to this game, the Redmen were riding the crest of a four-game unbeaten skein and were holding down third place with an impressive 4-2-1 log. In retrospect, the night of January 20 was the backbreaker, because the team has never recovered from its 16-1 humiliation.

Although the Red and White did not suffer any physical beating by the team Blues, the lump on the squad's ego has been the telling factor in the long slide to seventh place. With the team's confidence shot, the players began turning in sub-par performances instead of the hustling play that characterized their play before Toronto.

★ ★ ★

One of Copp's major problems all year has been to convince his players that they had the ability to reach the top. In keeping with this attitude, Copp posted a sign in the team's dressing room with the list of the teams the Redmen had whipped.

At the head of the sign, the letters spelled out: "Are you a believer?" Farther down the sign, phrases proclaimed: "Western believes... Laval believes..." "This poster was recently torn down by one disappointed player and replaced with one reading: "You can't make soufflé out of mud".

If the Redmen ever do any soul-searching and realize that they have the material to win hockey games, they could still close out the season with three or four more wins in the bag.

If not, there is always next year...

## Redmen splashers to compete in meet at CMR tomorrow

The Redmen swimmers travel to a meet at CMR tomorrow to face five other teams in one of their last contests before the OQAA championships next week.

The swimmers will be facing College de St. Laurent, one of the most powerful teams in the area, Plattsburgh State, another strong squad, U of M and Sir George, as well as CMR.

The Redmen should have no trouble dunking CMR, who finished 100 points out of first place in the McGill Invitational last weekend, but both College de St. Laurent and Plattsburgh beat the Redmen in a relay meet before Christmas and St. Laurent's swimmers were instrumental in powering an all-star team to a close victory over the swimmers. "They're our biggest problem", said the voice of experience, Bob Bourne, who has competed against them in previous seasons.

Coach Fouad Kamal predicts that all his swimmers will make better times than ever on Saturday. The coach tapered off on strenuous practice lengths of the pool and as a result he believes the splashers will be more relaxed and less tired for the competition. With an improvement like that, a number of the Redmen should come very close to record - breaking times tomorrow.

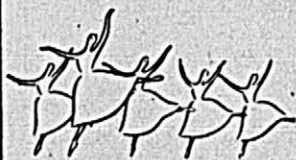
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Student tickets (\$1.00). Apply in person ONLY at CCA.

Reservations: 932-2171 - 2234

## Redmen skiers fourth after opening events

by MARK KRASNICK

MORIN HEIGHTS, Que. — The Redmen ski team placed fourth in the cross-country race in the first leg of four events to decide the winner of the OQAA ski championship.

Queen's University, sparked by Pad Wittington and Chip Drury, took first place honors in the gruelling event while Toronto, Laval and U of M closed second, third, and fifth respectively. Wittington completed the ten-kilometre course in the time of 46:10 while teammate Drury grabbed second place in 46:19.

Bert Kidd was the best Redmen performer with a time of 52:32, good for ninth place. Yves Jackimow came tenth with a 52:51 clocking while George Jackimow and Nils Badenduck took 13th and 14th place, respectively.

Badenduck's strong showing in the cross-country places him in a good position to win the

"Skimeister", an award given to the outstanding athlete in the meet. Badenduck's specialty is the slalom events, which are slated for today at Avila. A year ago, Badenduck took second place, only 13 points behind the winner, U of M's Pierre Paul Blondin.

Queen's racked up 100 points in their first-place showing but the team points were closely bunched. Toronto totalled 88.82, Laval had 87.63 and the Redmen garnered 86.89, while U of M had 85.64.

Coach John Corson is confident that the Redmen, will be able to match last year's stellar slalom performance.

## Classified

These ads may be placed in our advertising office, main floor, University Centre, 9 am to 4 pm. Ads received by noon appear the following day except for ads to begin Friday. Deadline for Friday ads is 10 am preceding Thursday.

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WANTED: nylon string-guitar — 2nd hand — good condition. Call 731-4534, after 5:30 pm.

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MOCE MOTORBIKES. In good condition. Call Union Ext. 55 or come to room 469.

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RIDE WANTED to Rochester, Syracuse or Toronto. Feb. 16 — will share expenses — phone 932-0886 or 933-3767, after 9.

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GRATIS! YET — M.O.C. square dance. Union 7:30 Friday Feb. 10. Free refreshments. All shapes welcome.

FIGHT COMMUNISM! Bomb a baby (It does your heart good.)

NEAR NOW. PAUL MARTIN. Friday Feb. 10. MOYSE HALL 1 pm. All welcome to ask questions. Presented by McGill Liberal Club.

TO ERIC R. — Hey "Pushy" darling How we love you. You are so gullible, T's sad but true. The Mounties.

REMEMBER Women's Union HOOTENANNY. Feb. 10, 1-26, 8:30 pm. Tickets \$7.50.

SKITRIP — MT. BROMONT. Sunday Feb. 12, leave McGill 8:10 am. Bus fare \$1.75, tow \$3.50. For information 488-3153.

THE MUSIC SOCIETY presents a J.S. Bach Music Festival; Union Rm. 457-8 Monday Feb. 13, 1-5 pm.

TO A.G. EX-TEENYBOPPER: 20 is a drunken number! Ziggy, Roni, Elliot, Steve, Jimmy, Ester.

RAMEZ: You've finally made it! Becky, congratulations too. We wish you both a wonderful, peaceful year. A happiest birthday you two.

VOTE! MOC elections Tuesday, Feb. 14, 7:30 pm. R.V.C. Common Room. Vote as you like but vote (remember the free refreshments).

ANDRES SEGOVIA would be proud of Edward Rusnac's classical guitar interpretation in Union 123-4, Tuesday, Feb. 14, 8 pm. Admission 25¢.

compute  
PAGE R-4 & R-5

## Post-Graduate Students' Society SKI DAY

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Sat., Feb. 25th. — \$5.25 covers transportation & all tows  
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DEADLINE: FEB. 15

Inquiries: Linda McKechnie — 844-6628 after 9 p.m.

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## Indian five to try for eighth against visiting CMR team

by RALPH COVIENSKY

The Indian basketball team will try for its eighth league win when it hosts College Militaire Royal tonight at 6:30 pm in the Sir Arthur Currie Gymnasium.

CMR, the third best team in the six-school league, forced the Indians to the limit before suc-

cumbing 54-47 in the first match in St. Jean. However this game will probably bear no resemblance to the first match.

In St. Jean Steve Fraid was hit by an errant elbow that knocked out one of his teeth early in the game and as he put it, he "was intimidated" for the rest of the contest and could pick up only two points. Fraid is expected to be in top form tonight.

The matter of injuries will also change the complexion of this match. In the first game, a healthy Jack Wessel accounted for 14 points but he has since torn a ligament in his leg and will not be playing. Vinny Lloyd is finally recuperating from a bout with the flu.

## SCORE BOARD

### SIHL Standings

	P	W	L	T	F	A	Pts
Toronto	13	12	1	0	131	27	24
Waterloo	12	8	2	2	65	39	18
Western	13	8	5	0	72	40	16
Queen's	12	5	4	3	49	51	13
Laval	11	4	5	2	37	64	10
McMaster	13	5	8	0	56	80	10
McGill	12	4	7	1	43	78	9
Montreal	12	3	8	1	42	68	7
Guelph	12	1	10	1	36	84	3

### SIHL SCORING LEADERS

	G	A	Pts	PIM
H. Monteith (Tor.)	21	19	40	12
P. Laurent (Tor.)	18	22	40	25
S. Monteith (Tor.)	11	26	37	0
W. Passi (Tor.)	18	15	33	23
M. Stroud (Tor.)	9	24	33	4
G. Cunningham (Tor.)	15	16	31	6
R. Clark (Western)	14	9	23	2
B. McClelland (Tor.)	8	15	23	12
P. Burwash (Tor.)	11	10	21	17
John Taylor (McGill)	11	9	20	15

### Games played this week:

Queen's 8, McGill 3  
Waterloo 10, McMaster 2

### Tonight's games:

Waterloo at Toronto  
Laval at McMaster  
Guelph at Queen's

### Saturday's games:

Laval at Western  
Guelph at McGill

### REDMEN SCORING

	G	A	Pts
Johnny Taylor	11	9	20
Rick Moore	5	10	15
Jerry Kostandoff	7	6	13
Bert Halliwell	3	9	12
John Rattee	4	4	8
Skip Kerner	1	7	8
Rick Gordon	5	1	6
Harry Griffiths	0	4	4
Roger Helal	2	1	3
Rod McCarthy	1	2	3
Brian Kelly	0	3	3
Courtney Pratt	0	2	2
Ralph Langevin	0	2	2
Jim Valerianos	0	1	1
Terry Harron	0	1	1
Dave Mutch	0	1	1

## St. Joe's here tonight

# Limping JV's host Teachers

by SEYMOUR KAUFMAN

The injury-riddled hockey Indians will be taking another step towards a playoff spot tonight at 8 pm in the Winter Stadium when they face off against lowly St. Joseph's Teachers College.

After their last two outings against mighty Loyola and tough Vaudreuil in which the Tribe showed definite indications of better things to come, St. Joe's should prove but a minor obstacle.

However the team has been known to choke before, as evidenced in their 8-3 pasting at the hands of Sir George, and the inconceivable may occur.

The last two weeks have proved quite costly in personnel to the Indians. First to be hurt was sub-goalie Jack Cushing who tore a ligament in his ankle before the Loyola match.

Then Bill Seitz was knocked

out for the season with an eye injury and in the same game, Bob Crutchfield was shelved for an indefinite period with a sprained shoulder.

More recently, Monty Woods is on the limp after suffering a badly bruised ankle and Gary Rankin was sent to the sickbed detail with a gimpy knee following the Vaudreuil battle.

Offensively, the injury rash leaves the Tribe with a minimum of forwards. The team's first line is still intact and a big night's production from them, as happened in the first meeting between the two squads, which the Tribe won

7-2, will spell certain disaster to St. Joe's.

Defensively, the loss of Woods will mean the third straight game that the Indians will play with only four defencemen. John Ono played a steady game against Vaudreuil while Fred Steer has been improving every time out. Gilles Schipper and scoring ace Howie Smith have been coming up with the big plays one moment and committing a fatal error the next. In nets, Al Clevelan has been performing admirably although his 5.33 goals-against average is nothing to write home about.

## Undefeated sweepers brace for OQAA championship 'spiel

The curling team will be out to continue their undefeated record when they play in the Bishop's Invitational Bonsel to-morrow in Lennoxville.

The curlers are entering two rinks in the meet, one skipped by Eric Hartmann and the other by Colon Kruger, in what will be their final contest before next weekend's battle in Waterloo for the OQAA championship.

Macdonald College, Sir George and RMC, as well as Bishop's have entered tomorrow's bonspiel and should provide the tough opposition the Redmen need to prepare for the championships. RMC, last year's victors, will be one of the teams to beat but the

Redmen curlers will give them lots of competition. The Redmen's second team won the consolation event last year and the first rink was defeated by the Cadets in the finals.

The curlers' chances for victory look good since all the rinks, except RMC, entered the McGill invitational which the Redmen's first team skipped by Jim Hodgson won 7-4 over Queen's.

The female curlers go to Toronto today to compete in the Women's Intercollegiate Bonsel at York University.

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Nominations must be signed by 25 women students in any faculty.

The nominees must: 1) have spent 2 years consecutively at McGill or Macdonald; 2) have passed all subjects in the previous year; and 3) have had experience on the General W.A.A. Council at McGill or with the W.A. organization at Macdonald.

DEADLINE: 4:30 pm, THURS. FEB. 16

Nominations should be submitted to the Physical Education office — RVC.



## Mooneymen stumble to win over SGWU

Nine grease-fingered pseudo-basketball players took part in what two of the massive throng termed the worst game they had seen since their own sandlot days, last night.

Shelly Zimmer, the one reasonable facsimile of a hoopster on the court, put on a torrid second-half shooting demonstration however, and dragged the Redmen to a 44-30 come-from-behind decision over Sir George Williams.

The Georgians, who had dropped two to the Red and White earlier in the season, went off on a different tack this time as they tried to effect a slow-down. The strategy worked for thirty minutes until Zimmer caught fire.

### Roar

The Redmen found themselves on the short end of a 16-13 halftime score. The Red and White, however, came roaring back and needed "only" four minutes to knot the count at 17-all.

The Georgians, sensing the mounting pressure, lost no time in blowing their cool. Coach Whitacre failed to amuse the official with his off-color bench remarks and was called for a pair of technical fouls. Steve Kemper, possibly trying to break into the starting five, followed his mentor's lead and also recorded a technical.

Shelly Zimmer led the Redmen with 23 markers, 21 in the second stanza including three

technical foul points. Barry Chaim, who started in place of the bed-ridden Peter Small, found a friendly spot on the floor and flipped in five buckets to take second honors with 10.

Brian Cunliffe and Shel Leibman combined for two-thirds of the Georgians' points with 11 and 9 respectively.

The Redmen make their annual pilgrimage to Québec City Saturday to take on the Laval Rouge et Or for the OQAA Eastern Division runner-up spot.

PRESS BOXES: Mike Aneckstein came in late last night... he made the middle of the second half and thought it was the first... he stayed anyway and saw why... the old warped balls have finally been replaced... the way it looked last night the new ones must be square... Shelly Zimmer scored more than half the team's total... some fans were amused... some slept through it... some guys have all the luck...

## Hapless Guelph here Saturday

by DAVE CARIN

The ice Redmen have been looking for their fifth win of the season ever since the fiasco at Toronto on January 20, and will try once more tomorrow night when they meet Guelph University Redmen at 8 pm in the Winter Stadium.

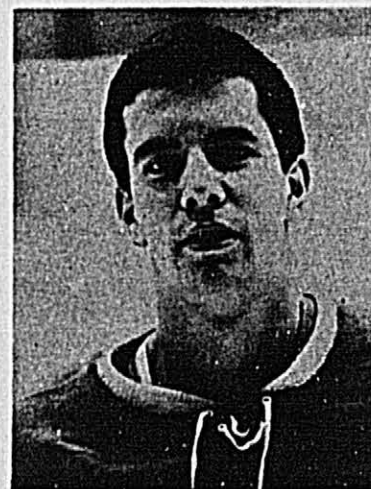
McGill's Redmen are currently in seventh place, four points out of fourth and four games away from the end of their schedule. Mathematically, they are still in the running for a playoff spot, but realistically, their loss to Queen's on Wednesday night has all but ruled out a berth in the magic circle.

The only thing that could help the Redmen to reach the finals, is some intervention by the great kahuna-in-the-sky and a complete collapse by Queen's and Laval. A return to form would most probably snap their current five game losing streak and perhaps allow them to finish off the campaign with a .500 average, but only time will tell because this year's Redmen squad is as unpredictable as Montreal cabbies.

The erratic performance of Dave Copp's Redmen fits in well with the overall "hairiness" of the SIHL this year. Toronto Varsity Blues who have won regular season games by such unlikely scores as 10-0 (over Guelph), and 17-4 (against Queen's) and should be in a league by themselves, have lost their only SIHL decision of the year to the McMaster Marlins, falling 2-1.

McMaster then turned around and got beaten by the last place Guelph skaters and later got hounded 15-1 by Western. Western was edged out by the Redmen, but the Redshirts were smeared by McMaster... You figure it out chum, there's at least one guy who can't.

Logically, the Redmen should take care of their Guelph counterparts handily tomorrow night, for as bad as McGill's record has become recently, Guelph's is still worse. The lowly doormats have the worst goals-for and goals-against averages in the league, and have won only one game and tied another so far this season.



ROD MCCARTHY

Cool along the blueline

Guelph was dumped 7-5 by the Redmen early in the season, and that was when the Red and White were feeling the effects of the wearying road trip to London, Ontario. In the relative comfort of the Winter Stadium, the Redmen should be able to bust out of their drastic slump... but then again a guy never can tell.

The Redshirts have been getting some creditable performan-

ces from several of their skaters, but never on the same night. Johnny Taylor hasn't disappointed anyone, and his achievements can be seen in the list of the league's top scorers. Taylor is one of the two "foreigners" to have reached the top ten point getters, a list of athletes that resembles the Toronto Blues key club membership.

Rick Gordon has been impressive while forward Bert Halliwell and rearguards Rod McCarthy and Brian Kelly showed flashes of proficiency against Queen's. However, the list of players that haven't been playing up to their real potential runs a little longer than the previous one.

A win for the Redmen will undoubtedly do wonders for the team's sagging spirit, and will give them the momentum they'll need to carry into the Winter Carnival game next Thursday against the U of M Carabins.

FRIDAY FARFEL: Jimmy Valerianos, who replaced Jean Dupéré, turned in a driving game for the Redmen against Queen's... The Redmen Conch-Blowing Duo are expected to be out in full force for tomorrow's tilt... Sheryl Drysdale scored the Squaw's only goal against Macdonald, good enough to knot the count at a wide open 1-1 draw...

Glenayr

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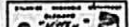
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At right is "The Short Circuit", model car racetrack which has been on display in Room 123-124 of the Union this week. It is a part of the Engineering Week festivities and displays still in progress.



Black Grant III takes off in the Union Ballroom. This exhibit was built by Bristol Aerospace Limited.



Photos  
by:  
**BARRY  
LESSER**



Above: The Dow Chemical Company's model railroad system on view in the Ballroom.

At right: The PT6A-20 Turbo-prop Engine, a product of United Aircraft of Canada, which can be seen in the lobby of the McConnell Engineering Building.

